

DOCUMENT RESUME

ED 262 793

IR 051 304

TITLE IFLA General Conference, 1985. Opening and Plenary Sessions. Papers.

INSTITUTION International Federation of Library Associations, The Hague (Netherlands).

PUB DATE Aug 84

NOTE 101p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

PUB TYPE Viewpoints (120) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Developing Nations; *Foreign Countries; Global Approach; Information Services; Intellectual Freedom; International Cooperation; International Organizations; *International Programs; Library Associations; Library Role; *Library Services; National Programs; *Public Libraries; Research Libraries; School Libraries

IDENTIFIERS *Access to Information; Brazil; Mexico; USSR

ABSTRACT

Remarks by Dr. John Brademas, President of New York University, address the meeting theme--"Libraries and the Universal Availability of Information"--with special attention to research libraries and their service to scholars, the quality of public and school libraries, the plight of non-readers, the role of governments in supporting libraries and in assuring freedom of inquiry, and an international agenda for libraries. A presidential address by Else Granheim (Norway), entitled "From Copenhagen to Chicago," provides a retrospective look at IFLA and its activities from 1979 to the present. Also included in this compilation of plenary session papers are: (1) "The Role and Place of Soviet Libraries in Providing Universal Availability of Knowledge" (V. S. Lesokhima, Chief Library Directorate, USSR Ministry of Culture); (2) a response to the previous paper (P. B. Mangla, Professor and Head of the Department of Library and Information Science, and Dean of Faculty of Arts, University of Delhi, India); (3) "The Mexican National Program of Public Libraries" (Ana Maria Magaloni de Bustamante, Mexico); (4) "The Indivisible World: Libraries and the Myth of Cultural Exchange" (Daniel J. Boorstin, Librarian of Congress, United States); and (5) "Brazil--The Preservation of Culture through Technology" (Maria Alice Barroso, General Director, Biblioteca Nacional Argentina). (THC)

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REMARKS OF DR. JOHN BRADEMAS
PRESIDENT, NEW YORK UNIVERSITY

51st COUNCIL AND GENERAL CONFERENCE OF THE
INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS

AUDITORIUM THEATRE
70 EAST CONGRESS PARKWAY
CHICAGO, ILLINOIS
2:00 P.M., MONDAY, AUGUST 19, 1985

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I am honored to have been invited to address the 51st Council and General Conference of the International Federation of Library Associations and Institutions, and I'm for several reasons glad to be here.

First, I am delighted to be back in Chicago; this is for me home territory, next door to my native Indiana.

Second, I want to salute the librarians, information specialists and member associations who participate in IFLA. For nearly six decades, IFLA has encouraged cooperation among librarians, worldwide standards for libraries and the free flow of information across national borders.

Here I have seen many friends with whom I have long shared a concern about the place of libraries in American life.

I have listened with keen interest to Daniel Boorstin, a distinguished historian of ideas, who for the last decade, as Librarian of Congress, has directed, with energy and imagination, the largest collection of stored knowledge anywhere.

I've been pleased to see another valued colleague, Vartan Gregorian, co-chairman of this conference and the highly respected President of the New York Public Library, one of the world's leading libraries, as well as Robert Wedgeworth, the

other co-chairman, and new Dean of the School of Library Service at Columbia University.

And, of course, I'm glad that our own able Dean of Libraries at New York University, Carlton Rochell, is among your number.

Indeed, you may be interested to know that the first convention of librarians ever held in the United States and some say anywhere in the world met in 1853 in what was known as the Smaller Chapel of New York University.

But the principal reason I am pleased to be here today, of course, is that I am a friend of libraries.

Like many of you, I grew up in libraries.

During my childhood, my brothers and sister and I spent the summer months in my grandparents' home in the small Indiana town of Swayzee where we were exposed to my grandfather's library, which had nearly ten times more volumes, 7,000, than Swayzee had people. I practically lived in that library and those books enabled me to travel, in my mind, far beyond the borders of North Central Indiana.

For me, one of the great joys of being a university student was the opportunity to work in some of the great libraries of the world -- the Widener at Harvard, the Bodleian at Oxford, the

Historical Archives of the City of Barcelona, the International Institute of Social History in Amsterdam.

These experiences not only enriched my own life but also impressed upon me the indispensable role of libraries in the development of mankind.

So you will not be surprised to learn that when, in 1958, I was first elected to the United States House of Representatives, I determined to remain involved in the world of learning and libraries. I served on the congressional Committee, Education and Labor, with responsibility for legislation in these areas, and also on the Joint House-Senate Committee on the Library of Congress.

During my 22 years in Congress, I had the privilege of taking part in writing every major law aimed at assisting schools, colleges, libraries, museums and other institutions of education and culture in our country.

For ten years, I was chairman of the House Subcommittee with jurisdiction over libraries and sponsored such legislation as the Library Services and Construction Act and measures to support school, college and university libraries and the training of librarians.

In 1970, Congress passed a law, which I was proud to have

authored, creating a National Commission on Libraries and Information Science.

This Commission, composed of outstanding librarians and leaders from business and government, adopted the goal of providing all Americans equal opportunity for access to information important to their educational, vocational and recreational needs.

To help meet this monumental objective, Congress directed the National Commission to plan the first White House Conference on Library and Information Services, which was held in 1979 in Washington, D.C.

The person who chaired both the Commission and the White House Conference is an outstanding citizen of Illinois, a vigorous voice for libraries, and I might add, a longtime personal friend, Charles Benton.

The recommendations in the White House Conference Report issued in 1980 include a variety of proposals to meet the library and information service needs of the American people.

The Conference resolutions urged librarians to take greater responsibility for improving access to information for all citizens including minority groups and the handicapped, combating illiteracy, and promoting the free exchange of information within the United States and among nations.

Although I was for nearly a quarter of a century a legislator for libraries, I must tell you that libraries continue to concern me in my new responsibility of the past four years, as President of New York University. For I now lead an institution with a special commitment to libraries.

We at New York University are especially proud of our Elmer Holmes Bobst Library and Study Center. The Bobst Library is in fact the center of our Washington Square campus and my own office is located on the twelfth floor.

Bobst is the anchor of New York University's library system, which includes the libraries of the Institute of Fine Arts on Fifth Avenue, the School of Law, the School of Medicine, the College of Dentistry, the Courant Institute of Mathematical Sciences, and the Graduate School of Business Administration in Wall Street. (In fact, there's a picture of our Business School library on the cover of this month's American Library Association magazine, American Libraries.)

So I speak to you today from several perspectives: I grew up in libraries, later helped shape national policies for them, and now head a university with a superb library system.

Public speakers frequently remind us that we live in an age of information, with new knowledge increasing exponentially. And it's true. Consider that Americans consume about seven trillion

words a day through radio, television and print media. Publishers worldwide produce 800,000 books, 400,000 periodicals and hundreds of thousands of other documents annually, each in multiple copies.

Individual scholarship, the creation and transmission of knowledge, the prosperity and indeed the security of a nation -- all depend on access to published information.

Because the theme of this conference is "Libraries and the Universal Availability of Information," I want to reflect for a little while this afternoon on our progress toward this ideal -- universal access to information -- and the paths we must travel to attain it.

I shall touch on several topics: research libraries and their service to scholars, the quality of public libraries and school libraries, the plight of non-readers, the role of governments in supporting libraries and in assuring freedom of inquiry, and finally, an international agenda for libraries.

I realize that the recruitment and training of librarians is also an important topic but I shall leave that to other speakers.

Because I am an American and know our library system best, I shall pay particular attention to the condition of American libraries. But with two thousand librarians from all over the world here, I also want to venture into international waters.

Certainly few places are better suited to making information available to people than libraries.

But libraries today -- even in the richest and most technologically sophisticated countries -- face serious fiscal burdens as well as many other problems.

Let's look first at research libraries in the United States.

I served recently on the National Commission on Student Financial Assistance and chaired the Commission's Subcommittee on Graduate Education. In December, 1983, our bipartisan Commission who, by the way, were appointed by President Reagan and the leaders of Congress, issued a report on graduate education which won the unanimous support of its twelve members.

Our report warned of "signs of trouble and erosion" in America's graduate research and training capability, including the deterioration of library collections.

Nearly every research library in the United States, our Commission found, is caught by the pressures of increasing demands, rapidly changing technology and inadequate financial support.

Clearly, to serve the needs of students and scholars and to assure academic activity of the highest quality, research libraries must expand. Yet growth has become more and more costly. Prices of books and periodicals have been rising much more rapidly than the rate of inflation. The average cost of a hard-cover book in the United States more than doubled in the past decade.

Our Commission on Graduate Education found that despite a near doubling of expenditures for library materials in the 1970s, enormous cost increases forced a reduction of 20 percent in the acquisition of new volumes.

Princeton University's director of libraries reports that only a 150 percent rise in his acquisition budget between 1973 and 1983 "kept us afloat" -- and Princeton is one of the richest universities in the United States. In 1981 the University of Utah was compelled by inflation to cancel more than a thousand of its 16,000 periodicals subscriptions.

There is another problem. At a time when more and more information is being published, libraries are not only short of money but are running out of space. Yale University's libraries, which last year passed the 8 million volume mark, acquire 7 or 8 percent of the world's new writings annually, and these additions, roughly 175,000 volumes, require another 12,000 square feet of space every year.

All of you know better than I that the larger a collection becomes, the more money is needed to maintain and preserve it. Libraries are, of course, labor intensive. Our Commission on Graduate Education found that although staff size increased only 11 percent during the 1970s, expenditures on salaries more than doubled.

All of you are also aware that as libraries grow, so do problems of preservation. Fully one-third of the books in most libraries in this country are simply worn out or have too seriously deteriorated to be used. Nearly 80 percent of the books and artifacts on paper in American libraries are threatened by aging.

Preservation efforts nationwide will cost at least 100 million dollars over the next decade.

Our Commission on Graduate Education outlined a 7-point agenda to enhance the quality of university libraries. Among our recommendations were these:

- The Federal government should increase financial support for college and university libraries generally and, in order to maximize the use of scarce resources, should encourage interlibrary networking in particular.
- Incentives for business to donate equipment to colleges and universities should be extended to embrace library materials.

- Training programs for library careers should include support for the study of modern information technology, networking and preservation.
- The Library of Congress should take a leading role in preservation efforts.

Beyond what I have so far said, I think it clear that both to survive and to serve the needs of society, libraries must modernize, economize and share the use of the technology of today.

For it has been obvious for a number of years that individual research libraries cannot on their own continue to provide the information services essential to education and scholarship of high quality.

Although the idea of building linkages among libraries is not novel, during the last decade the concept of networks -- for access, collection development and preservation -- has taken hold and spread throughout the country and the world.

To cite my own university, Bobst Library is involved in several resource-sharing programs -- on local and state levels and, as a member of the Research Libraries Group (RLG), an organization of 31 research libraries in the United States, nationwide.

The two major bibliographic networks -- the Online Computer Library Center (OCLC) and the Research Libraries Information Network (RLIN) of the umbrella RLG -- provided as of 1984 information on 24 million unique records for books, periodicals, maps, audiovisual and other materials.

These large data resources have in effect revolutionized interlibrary loan capabilities and made possible the building of a coordinated national -- and international -- collection through access to library holdings throughout the world.

Indeed, even as we meet in Chicago, new supernetworks are being forged.

With support from the Council on Library Resources, a private foundation, RLG, OCLC, the Library of Congress and the Washington Library Network are participating in the Linked Systems Project, working to connect their several networks.

And the British Library and the Bibliotheque Nationale have agreed to link their data bases while just two months ago, a transatlantic telecommunications line was installed between the British Library and the RLIN. The British Library and the umbrella RLG intend to use their connection for many projects. They will first produce a data base, a package of retrievable information, containing records of materials in English printed during the eighteenth century. This link will also improve

communication between the British Library and the National Library of Medicine in Washington, D.C.

What can we expect from automation and networking in the decades to come?

Future prospects are heady indeed. At New York University, we are building an integrated information system, which will organize data from all parts of the campus. Bobst Library's computerized catalog and other systems are already connected through a local area network, a cable that serves as a "data highway" within the Library.

This local area network will eventually be extended throughout the University and will allow computer to computer communication from a variety of systems on our campus. It will also facilitate access to on-line information available on external networks.

Our NYU local area network will make possible the use of scholarly work stations -- microcomputer terminals for faculty and students -- that can access an almost limitless number of data bases both inside and outside the University.

New York University Dean of Libraries Rochell predicts that "the future academic will compose, edit and transmit a research paper on one piece of equipment with no reason to leave it."

Patricia Battin, University Librarian at Columbia, envisions the electronic scholar of the 1990s with "on-line gateway access to the universe of knowledge" providing "the capacity to rummage around in the bibliographic wealth of recorded knowledge, organized in meaningful fashion with logically controlled searches."

But as Richard McCoy, president of RLG, has said, a pessimist viewing the future could also see a bleaker scenario, one in which information is compartmentalized by competitive interest, ownership rights or incompatible computerized standards.

Another warning comes from Warren J. Haas, president of the Council on Library Resources. America's research libraries, he says, might be creating an inequitable system of handling knowledge. Well-financed disciplines -- medicine, science, law and engineering -- have access to rich resources of computerized data. By contrast, specialists in the underfinanced humanities, not to mention poor colleges and low-income students, could be in danger of becoming informationally impoverished.

Certainly, the drive to networking presents unprecedented challenges for libraries -- especially research libraries -- and librarians.

What are some of these challenges?

First, as I have said, we must re-invent the research library, moving from the concept of a self-contained storehouse of books and journals to that of an international service center, where information will be accessible through automated networks and available worldwide.

Second, on university campuses, we need to coordinate all our information services. The library's computerized system and the academic computing center should be linked to utilize fully the resources of each -- computers, data files and the skills of staff who manage these systems. For we want to give users the most information in the most cost-effective manner. As Dr. McCoy has said, "It is time we recognize that our research libraries and our computing centers are in the same business."

Third, for cooperative networks to work effectively, each member institution will have to define its own objectives broadly, keeping in mind the needs of all the libraries in the network. Members must stress their common mission, starting from similarities rather than differences. All libraries today must move toward sharing bibliographic records, collections and preservation efforts. There must be acceptance of common standards for cataloging, and there must also be agreement on who should do what and who should pay for it.

Fourth, as lines between the old and new become more blurred, we shall require much closer collaboration between libraries and newer distributors of information -- data base vendors, the telecommunications industry and electronic publishing concerns.

For example, Dr. McCoy warns that commercial vendors must not be allowed to control resources or information that really ought to be shared. Nor should business and industry be permitted to "cream" the information market, skimming off only the money-making pieces for themselves. If the profitable is seized by private entrepreneurs and the unprofitable left to universities, the academic community would lose the solid economic base essential to networking -- and in the long run, even the private sector would be a loser.

Beyond these challenges for research libraries, I think everyone here today would agree that we must do a much better job of coordinating library services on an international level, and I shall address this matter in a moment.

Having discussed the research library as a gateway to knowledge, I turn now to another task -- rebuilding public libraries and school libraries.

Let me here observe for the delegates from other countries that, over the past few years, there has been a dramatic resurgence of interest in education in the United States. Metaphorically

speaking, we have been inundated by studies and reports calling for reforms in our elementary and secondary schools, colleges and universities.

The report of the National Commission on Excellence in Education, appointed by then Secretary of Education Terrel Bell, has received the greatest attention. The study, A Nation at Risk, warned that American schools were sinking in "a rising tide of mediocrity."

Although most of these studies ignored libraries, two did affirm their importance to educational renewal. One, Alliance for Excellence, was issued by the U.S. Department of Education while the other, Realities, was prepared by the American Library Association.

Both reports found an array of problems facing school and public libraries. For example:

- Three million pupils attend public schools without a library; 15 percent of our schools have none.
- Between 1974 and 1982, expenditures for library books increased by 36 cents per student, less than the rate of inflation.
- The number of school librarians has declined by ten percent since the 1960s.

- The lack of librarians in elementary schools is especially severe. In New York City, only 17 of 601 schools have licensed librarians.
- Few adults name the public library as the place they would go for information.
- Two-thirds of American public libraries in towns of 10,000 or under average less than two full-time staff, of whom only 19 percent have the basic graduate degree in library science.

How have these situations come about?

Both the Department of Education and ALA studies blame budget cuts and inflation as well as public indifference for the decline of school and public libraries.

Alliance for Excellence admonishes parents and educators that

... libraries will have to be perceived in a new way...as an integral part of the overall education system in your community; the librarian must be considered an educator as well as a librarian. And your interest in libraries should be just as strong as your commitment to your local schools.

I have so far today talked about how libraries and librarians can stimulate the flow of information and the transmission of knowledge. But to look at this matter from another perspective,

leaders of the library world must also help people who are unable to use the information that is available to them.

A recent and significant report from the Librarian of Congress, Dr. Boorstin, entitled, Books in Our Future, as well as the studies I have just cited remind us that in one of the most advanced societies in the world there live a staggering number of illiterates.

"If our citizens are to remain free and qualified to govern themselves," warns Dr. Boorstin, "we must face and defeat the twin menaces of illiteracy and aliteracy -- the inability to read and lack of the will to read."

In the United States, 27 million adults are functionally illiterate, 46 million marginally literate.

What do these figures mean?

One in five American adults cannot read and understand simple texts, signs and directions well enough to function in daily life. One in three cannot read well enough to understand a newspaper.

Functional illiteracy costs the nation, we are told, over \$224 billion a year in welfare payments, crime, incompetent job performance, lost tax revenues and remedial education. The

relationship between illiteracy and unemployment and crime seems clear. Seventy-five percent of the unemployed read and write poorly. There is a higher incidence of illiteracy -- by 20 percent -- among prisoners than in the rest of the population.

Despite the enormous financial toll of illiteracy, programs to eliminate it are modest and reach only 5 percent of adult illiterates.

Libraries are logical sites for literacy projects, the ALA asserts, because adults who often feel embarrassed about their handicap may be more comfortable getting help in a library than a school.

In 1981, the Federally financed Library Services and Construction Act reached 200,000 illiterates through libraries, more than three times the number served by the two major volunteer literacy programs in the United States but still far short of the need.

By fostering a love of books, libraries can also help fight the other "menace" Dr. Boorstin identified as "aliteracy," or unwillingness to read. Only about half the Americans who can read choose to read books, and the rate of bookreading is falling among the elderly and, most disturbing for our future, among the young under 21.

By now it must be obvious that many of the problems of which I have spoken today have the same solution: money.

Certainly, libraries in the United States depend on support from every level of government -- local, state and Federal -- as well as from business and industry, foundations and private individuals.

Because as a Member of Congress I dealt with legislation for libraries and because of what I believe is the indispensable place of the Federal government of the United States in support of libraries and of free inquiry, I should like now to look briefly at the policies of the Reagan Administration toward libraries and toward the distribution of information.

Let me here interject for the benefit of our visitors from foreign countries that Americans are accustomed to being critical of their political leaders. You'll also understand why I, as an elected politician for most of my adult life, have no qualms about candidly expressing my convictions. As a 13 time candidate for the Congress of the United States, I've taken a lot of criticism myself!

As American librarians know, both programs to support libraries and the principle of access to information are under sharp attack by the present Administration in Washington, D.C.

First, some officials at the highest levels of American government believe that access to information is a luxury our

society cannot afford.

In fact, the American Library Association recently published a booklet, Less Access to Less Information By and About Government, that lists 71 examples of what it calls the efforts of the Reagan Administration to restrict information from the American people.

The attempts of the Reagan Administration to limit freedom of inquiry form a clear and compelling pattern. These moves have ominous implications for a free and open society.

For example, the Administration has:

- attempted to weaken the Freedom of Information Act, which guarantees public access to most government documents;
- changed the rules on the "classification" of government materials to impose more restrictions on public access to information;
- barred entry to foreign speakers into our country for fear of what they might say;
- urged lifetime censorship on over 150,000 employees of the Federal government, denying them the right to publish without government approval;
- expanded requirements that Federal agencies be allowed to review, before publication, results of Federally financed research.
- attempted to restrict the free flow of "unclassified" information at scientific meetings.

For example, the Pentagon has blocked the presentation of "unclassified" papers at meetings attended by foreign scientists. Defense Department officials argue that the open discussion of such information might damage the security of the United States.

Beyond all this, the Administration has sharply reduced funds for the National Archives, the repository of our national memory.

You may, by the way, be interested to know that in 1974 I was the author in the House of Representatives of the Presidential Recordings and Materials Preservation Act, the law that ensured that the papers and tapes of the Nixon Administration became the property of the people of the United States rather than the ingredients for a bonfire.

Finally, I must note an issue that I know is of deep concern to the American library community, a proposal by the Federal Office of Management and Budget sharply to reduce the collection and dissemination of information developed by agencies of the Federal government. Not only government but the private sector -- business and industry and individuals -- depend upon the adequacy and reliability of data that can only be collected by the government of the United States.

As disturbing as this trend of the past four-and-a-half years has been the systematic assault on the part of the Reagan Administration on programs to support aid to college and

university students, the arts and humanities, libraries and our institutions of learning and culture generally. This Administration has attempted to eliminate all Federal funds for academic and research libraries, public library services and construction, interlibrary cooperation and literacy programs.

Happily, in the American system of government, a President only proposes budgets; our elected legislators vote on them and can initiate their own proposals. And the actions of Congress may differ significantly from what a President may have in mind.

Those of you from countries with other political systems may find our American separation-of-powers Constitution strange. I don't!

In this country, citizens can fight back, through their elected representatives in Congress, if a President takes a position the people think unwise.

And I believe that the battle for libraries is one we can win. Providing funds for libraries and for learning generally is not a wasteful expenditure, a frill, but an indispensable investment in our future.

Certainly I believe that the librarians of the United States must continue to make this argument as clearly and forcefully as they can.

Let me go further. In order to devise new strategies and find new solutions to the problems of libraries I have identified here today, it is imperative that we work together not only on a national but an international level.

Librarians, educators, public officials and civic leaders worldwide must think carefully about the directions we expect our libraries to take in the future.

Indeed, I should like even here to suggest an international agenda for libraries in a world that will never be narrow again.

First, we must work together to develop international standards to facilitate the sharing of data among libraries throughout the world. For example, with the spread of computer technology, it is essential that we establish compatible standards for bibliographic records regardless of country.

Second, we must study the most effective methods for the international transfer of bibliographic data. This means formulating agreements and guidelines to promote such sharing by individual libraries and other information agencies.

Third, we must foster the widest feasible dissemination of publications to potential users. As a first step, we ought to remove unreasonable restraints on documentation and publication of information.

Fourth, we must share on an international level technology and programs for the preservation of books and other materials.

Fifth, we must promote the training and continuing education of librarians throughout the world, especially in developing countries.

Sixth, we must support research in all fields of library and information services. We need to keep studying and experimenting with ways to do a better job of what we do.

And finally, we must urge governments in all our countries as well as international organizations to support libraries and librarianship.

Certainly, IFLA provides a much needed forum for discussion of and action on all these issues.

Let me summarize what I have sought to do here this afternoon. I have told you something of how my own background has helped shape my attitude towards libraries.

Then I surveyed some current problems and challenges confronting libraries worldwide in the new environment of networking. I have stressed the need to economize, share, automate and preserve deteriorating collections. I next focused on some special concerns of American librarians -- our school and public

libraries, illiteracy and the posture of our own government toward libraries and free inquiry.

I went on to propose an international agenda for those of us who understand the indispensability of libraries.

As I conclude my remarks this afternoon, then, I should like to recall words spoken by Charles Coffin Jewett, president of the first convention of librarians, at their historic meeting in New York University's front yard, as it were, Washington Square, in 1853:

We meet to provide for the diffusion of a knowledge of good books and for enlarging the means of public access to them. Our wishes are for the public, not for ourselves.

The mission of those librarians over a century and a half ago remains the same for us who gather here today -- diffusing knowledge of good books and enlarging the means of public access to them. I wish you well in your endeavors.



1985

IFLA GENERAL CONFERENCE, CHICAGO

OPENING SESSION

126-OPENING-1-E

FROM COPENHAGEN TO CHICAGO

PRESIDENTIAL ADDRESS, CHICAGO 1985

by

ELSE GRANHEIM

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From Copenhagen to Chicago
Presidential address, Chicago 1985

For those who are not familiar with IFLA's not too distant history, the title I have given this address, "From Copenhagen to Chicago", might indicate just an ordinary flight from a capital in Europe to the lively city of Chicago.

I am not thinking of this direct route, however, but of a much more fascinating one, which - starting in Copenhagen in 1979 - brought IFLA to exotic Manila, thus inaugurating a new era, as for the first time IFLA held its annual conference in a Third World country. From Manila we went back to Europe, to the old cultural centre in the German Democratic Republic - Leipzig, then crossing the Atlantic to an important business city of Canada - Montreal. Then back to the centre of Europe once more: to the capital of Bavaria in the Federal Republic of Germany - Munich. The 50th IFLA Conference brought us for the first time to the African continent, to the interesting capital of Kenya - Nairobi, which has hosted so many big international conferences. And we have arrived in the heartland of America, in Chicago, of which you find such an exciting description in the conference programme.

This roundtrip which you have now joined, gives a clear indication of the fact that IFLA has become a truly global organization, within the limits set by its financial situation.

These introductory words are also meant to indicate that in my last presidential address I have in mind to be more retrospective than I have usually been. This does not imply that I shall omit more prospective items. But whatever the reason, international organizations are usually characterized as working very slowly. In so far this statement is true, the reason is to be found in the membership's different cultural, educational, social and political background and in consequence this has to be accepted. However, I find it worthwhile to look at IFLA from this angle, just to show that quite a lot has happened during the last years.

In itself, the library profession is international, and dedicated librarians all over the world having realized how best they can meet the needs of their users, have seen IFLA's potentialities. Together with various funding bodies, they have put their shoulders to the wheel and in my opinion they have pushed our federation not a small, but a big step forward in the period I am concentrating on.

By the end of 1979 IFLA had 966 members in 110 countries; by the end of 1984 1182 members in 121 countries. These figures are interesting enough in themselves, but a breakdown reveals what has become the challenge above all challenges: while in 1979 half of the countries represented in IFLA belonged to the Third World, today they constitute two thirds of the membership.

An extensive growth had already started some years before, and both the total increase and the composition of our membership called for an evaluation of IFLA's programmes as well as of its structure. The Professional Board and the Programme Management Committee, a new unit established in 1979 to coordinate and manage larger programmes cutting across Sections and Divisions, both recommended to the Executive Board that such a task should be entrusted to an ad-hoc working group.

The task force met in Bavaria in April 1983 and came up with proposals to increase IFLA's efficiency and economics through the centralization of management and administration. I do find it appropriate today, however, to emphasize what I have said on earlier similar occasions: there are limits to what can be achieved through rationalization, without any increase in staff, while at the same time a pleasant increase in membership takes place.

As a follow-up of the structural questions discussed, different smaller working groups have studied various problems, such as the frequency and scope of General Conferences. It goes without saying that these Annual Conferences cause a heavy continuous workload for the Secretariat. But the steering bodies finally have reached the conclusion that no change in frequency of the meetings should be proposed to Council. As members will know, the main reason is simply that interaction between librarians, library educators, bibliographers and others through personal contacts can never be overrated. As our Secretary General once so aptly described it: "In the annual General Conferences many find a source of professional motivation which - upon their return,- also produces a process of increased awareness in their national environment. The same activating influence is true with regard to the host country, IFLA Conferences are a kind of generator for national and regional development: they induce the recharging of many batteries which are in danger of running out of energy".

The proposal of the task force to establish some new comprehensive programmes in addition to the already existing ones, in the creation of six core programmes, two bibliographic programmes and four resources and/or access programmes.

The former have become essentially technical and maintenance programmes oriented towards the improvement of bibliographic tools (UBC programme and International MARC programme) and the promotion of their use. These two programmes are closely related and particular attention is now given to their cooperation and linkage.

One of the main objectives of the International MARC programme is the maintenance and promotion of UNIMARC, a project jointly undertaken by the British Library and the Library of Congress. The latter has announced the availability of its machine-readable catalogue in UNIMARC and I am pleased to have learnt that all the library's major MARC distribution services, including books, serials, music, visual materials and maps will now be available in UNIMARC as well as in the standard USMARC format, and that the MARC network has reached its operational stage.

A major drive has begun for one of our new resources and access programmes, the Preservation and Conservation Programme, thanks to funding made available by the Council on Library Resources in Washington, a body to which IFLA has for a number of years been deeply indebted for its great interest in and financial support of our work. National libraries in many countries have taken an initiative in this field and IFLA is looking forward to a very fruitful cooperation. It becomes more and more clear that this is a matter of great concern to all types of libraries all over the world. I am certainly not the only one to have read an article in the May issue of the *Wilson Library Bulletin* about "The Preservation Crisis". It calls for serious reflection when confronted with the fact that cave paintings have endured for as long as 35,000 years, while a copy of the 1912 edition of Henrik Ibsen's work sends up a puff of paper dust by the simple act of closing it.

Librarians alone cannot form a sufficiently strong pressure group, so they must make other professions also aware of the serious situation we are faced with and of how it can be remedied.

IFLA highly appreciates the fact that the Library of Congress decided to host this very important programme.

The methods for providing library materials and information to users have not developed in step with bibliographic systems. To improve this situation the UAP (Universal Availability of Publications) Programme was established. It aims at improving availability at all levels, from the local and national to the

international, and it concerns newly published material as well as retention of last copies.

In the society of today this programme is of great importance not least to help public libraries of all sizes to develop into public information centres. UAP was recognized by Unesco in its Programme and Budget for 1979-1980 and in 1982 Unesco's Division for the General Information Programme (PGI) and IFLA jointly arranged an UAP Congress, like the earlier one on Universal Bibliographic Control which led to successful cooperation. The programme's objectives were discussed and an action programme was formulated. Since then different projects falling within its scope have been launched and seminars held in different parts of the world - last year in Nairobi, and this year a similar one is taking place in India, both of them with Unesco's support.

Transborder data flow has existed for many years, but while we previously were sending catalogue cards across national borders we are now thinking of data flow in electronic form via telephone and satellite links when we talk of IFLA's TDF Programme. It has not yet been moulded into a definite structure like those mentioned before, although a set of problems have been identified, as well as partners to cooperate with, but I am very pleased that we have quite recently found a home so to speak, for this programme also, on this side of the Atlantic, namely in the National Library of Canada.

As mentioned on several occasions, the establishment of our programme on "Advancement of Librarianship in the Third World" does not mean that IFLA has up to now failed to recognize the special problems of the countries in this part of the world. But we hope that by planning a cohesive programme for the creation of the best possible conditions for the development of library services, we will make our efforts more visible to funding bodies on which we still have to depend. And allow me to remind you of the letter which our Secretary General addressed this spring to member associations, and in which she appealed for solidarity with colleagues in the Third World.

I am pleased to note that the Secretary General of the United Nations in his Comments on Cooperation between and Management of Libraries of the United Nations Systems (Doc. A/39/299/ add. 1) of 18 September 1984 stressed the importance of UBC and UAP for the United Nations System as well as the need for closer cooperation with IFLA.

By our programme we not only aim to create and improve education and training of librarians and at assistance in the application of advanced information techniques to library activities, but also - and that is more basic - at the improvement of user services. To make information universally available is the real reason for our existence.

As a means to stimulate action, a document called "25 essential points on the improvement of IFLA's regional activities" has been prepared. After thorough discussion during this Chicago Conference the membership will be informed about the direction taken in establishing meaningful focal points for regional development.

The elections to the Executive Board of 1979 will be remembered for two things, I think I might say, For the first time a representative from a developing country was elected. Unfortunately, their number has not increased since then. The other thing I hope I am allowed to mention is that the first-ever woman President of IFLA was elected. It happened during the United Nation's Decade for Women and I feel it as an obligation (though far from a heavy one) to remind you that half of the world's population are women. Holding down one third of all paid jobs, they are furnishing 2/3 of the working hours, while they receive 10 percent of the salaries for their efforts.

We as librarians can do something to change this situation. Libraries must be made more visible in literacy programmes and training programmes at the grassroots' level where in many countries we will find, in addition to the children, women also. Unesco is aware of this and projects benefitting women are emphasised in many programmes, inter alia in PGI. National development agencies among them the Canadian International Development Agency, are now also focusing on projects to improve the position of women. Two of the IFLA projects being implemented through CIDA financing: "Home Libraries" in Zimbabwe and "Repackaging of library materials for non-literates" in Senegal have been very successful and are exactly the kind of projects I am thinking of. Furthermore through its work to upgrade the status of librarians, a profession to which many women belong, IFLA can contribute to put them in positions where they can be more strongly involved in the decision-making process.

1985 is, however, not only the final year of the Women's Decade. it is also a special year in itself, "The United Nation's International Year of the Youth". It seems that the response it encounters differs greatly from country to

country. In mine, libraries are quite heavily involved and are trying to make themselves into a place not only for those using libraries in their education but as much for those who need a meeting place for different activities, at the disposal of organized as well as unorganized youth. Young people have to be shown that the community can make use of their creativity. Libraries can join in this and at the same time create a kind of fence against the massive commercial powers that offer young people passive consumption.

I can almost hear some of you saying that you do not believe in so-called International Years. It is just a flash in the pan - I think it is up to us, among others, to prevent this from happening. It is up to us to decide that this year forms the start, that the searchlight is focused on the situation of young people, many of whom are unemployed today, but nevertheless will be responsible for the welfare of the constantly growing number of old people in the world.

Unemployment by the way, does not hit only young people. As public libraries nowadays successfully render much more specialized service than before, they also have a task to fulfil towards those who are unemployed or underemployed. As public information centres much can be achieved, through making available special employment-related material and programmes also, and not least: libraries are institutions which the unemployed can use to the same extent as their more fortunate fellow citizens without losing their selfrespect.

I have repeatedly stressed the need for cooperation.

Libraries today are part of a much more comprehensive contact network than before. This is also reflected in their associations, including IFLA.

We are fortunate indeed to have a number of important international organizations linked to us with consultative status, but I hope nobody takes is amiss when I mention two of them - FID (Fédération Internationale de Documentation) and ICA (International Council on Archives).

In 1980 representatives of the three organizations had a very successful policy meeting and arrived at mutually agreed programmes of action and initiatives to be taken. Especially in education and training this common approach has proved to be very positive. The Presidents together with staff representatives, have met twice since the last time of June of this year.

As all three of us have so-called A-status in Unesco and take great interest in the PGI, one of the main topics discussed was our serious concern for the future of Unesco, and especially how to ensure the continuation of the many valuable activities of PGI. One of the other items discussed was the feasibility of developing and promoting joint activities on a regional basis in developing countries.

IFLA has succeeded in getting the Dutch Ministry of Education interested in funding a meeting of leading professionals of the three non-governmental organizations to discuss programmes in areas of preservation and conservation, automation and scientific/technical information, business records and industrial information. The meeting will take place in the Netherlands later this year.

In addition to the concern for Unesco expressed in the meeting of the three NGO's I should like personally, on this my last opportunity as President of IFLA, to express great satisfaction for the way our cooperation has developed during this six-year period. Although not personally responsible for this, it goes without saying that it is much easier to chair an organization in times when fortune smiles upon one than in times of adversity. We are pleased to have three PGI representatives with us here in Chicago and I should like to ask them to take back with them our best wishes for the future of Unesco.

There are many more persons to be thanked, but opportunities to do so will arise later in the week.

From the brief travelogue with which I started my address, you will all know that at this time last year we were in Nairobi. That meeting, I think, gave all who were there, some ballast which we do not want to throw overboard. It gave us a better understanding of the real meaning of this year's conference theme: "Libraries and the Universal Availability of Information". This theme is indeed a great challenge to all of us. Let us through active participation together move the border stones between availability and non-availability a bit further in the right direction. That is the best way of thanking our American hosts and all their supporters for having invited us to Chicago.

With these words I have the pleasure of declaring IFLA's 51st General Conference open.

THE ROLE AND PLACE OF SOVIET LIBRARIES
IN PROVIDING UNIVERSAL AVAILABILITY OF KNOWLEDGE

V.S. Lesokhina

Head,

Chief Library Directorate,

The USSR Ministry of Culture

Moscow, 1985

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THE ROLE AND PLACE OF SOVIET LIBRARIES
IN PROVIDING UNIVERSAL AVAILABILITY OF KNOWLEDGE

. The problems of universal availability of knowledge in an age of information to be discussed by the 51st session of IPLA are very topical because availability of knowledge is a most important condition of economic, social and spiritual development of different countries.

These problems are multiaspect and the ways of their solution are peculiar. Therefore the exchange of experience and opinions on the essence of the questions to be discussed will certainly promote the role of library associations, libraries and information institutions of the world in providing universal availability of knowledge in conditions of rapid development of information.

Let me dwell on some of the aspects of the problem of universal availability of knowledge with reference to its solution in the Soviet Union:

- the conditions ensuring universal availability of knowledge;
- the role of the country's library system in providing availability of knowledge to all citizens of the country irrespective of their place of residence, nationality, age and other qualifications;
- the use of computers and other technology for the development of librarianship.

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In the Soviet Union universal availability of knowledge is guaranteed by the Constitution of the USSR, the fundamental law of the Union of Soviet Socialist Republics. In accordance with its Articles 45 and 46 all the citizens of the USSR have the right to education and the right to enjoy cultural benefit. The right to education is ensured by free provision of all forms of education, by the institution of universal, compulsory secondary education, and broad development of vocational, specialised secondary, and higher education, by the development of extramural, correspondence and evening courses, by the free issue of school textbooks, by the opportunity to attend a school where teaching is in the native language, and by the provision of facilities for self-education.

The right to enjoy cultural benefits is ensured by a broad network of cultural and educational institutions, as well as by development of television and radio broadcasting, the publishing of books, newspapers and periodicals. In the USSR there are about 640 professional theatres, 2,000 museums, 138,000 clubs and 330,000 libraries. The entire territory of the country is covered by radio and television broadcasting.

The publication of newspapers and magazines which are an important means of keeping the population informed is constantly increasing. Today there are 66 copies of newspapers and magazines per 100 people of the country.

Soviet people actively realize the rights granted to them. Whereas before the Great October Socialist Revolution over 70% of the population were illiterate and more than 40 nations had even no alphabet of their own, today 87% of the population

have higher and secondary (complete and incomplete) education and the number of scientific workers exceeds 1.4 million.

The development of the scientific and technical revolution and the accomplishment of large-scale socio-economic programmes necessitate the population's increasing needs in knowledge. This can be testified by the fact that over 106 million people in our country are engaged in various kinds of education. Annually up to 50 million workers, employees and specialists of the national economy improve their qualification. All this necessitates the population's increasing need in information.

To meet the information needs of science and different branches of the national economy the USSR has established and is developing the Statewide System of Scientific and Technical Information (GASNTI) which is a centralised national information system. It includes over 200 All-Union, disciplinary and interdisciplinary territorial information bodies, and over 10,000 independent information units at enterprises and organisations. Among information bodies a special role is played by the All-Union Institute of Scientific and Technical Information (VINITI) which is responsible for analytico-synthetic processing of over 1.5 million primary information sources in natural and technical sciences, and by the Institute of Scientific Information in Social Sciences (INION) of the USSR Academy of Sciences which publishes annually over 700 separate issues of information services. The country's system of information agencies makes it possible to obtain information about the most import-

ent scientific and technical literature issued in more than 130 countries . The country's research and special libraries are a component of GASNTI.

As is known the development of the scientific and technical revolution has given rise to doubts about the expediency of preserving traditional methods and means of information processing and storage. Advocates of this view maintain that the library as the most archaic institution where such methods and means prevail is disappearing and is being replaced by automated information-retrieval systems.

The objective process of the development of the Soviet library system gives every reason to believe that at our information age the book and the library are still a most important information source and an effective means of dissemination of knowledge and education. The results of numerous sociological studies testify to the prestige of printed items as compared with other mass media channels, including radio and television. High prestige of the book and other kinds of printed items as a source of gaining knowledge can be exemplified by the fact that library services are rendered to 220 million readers. The overwhelming majority of urban and rural population are readers of various kinds of printed items. Today the all-embracing dissemination of reading is characteristic even of the regions of the country where only 70 years ago the entire population was illiterate.

Special literature on technology, economics, agriculture, medicine and other fields has turned into a mass source for the dissemination and permanent improvement of professional

knowledge. Sociological studies show that 92% of specialists and 75% of qualified workers are permanent readers of special literature. These figures allow to conclude that the book as a source of knowledge and dissemination of information is accessible not to the "élite group" but to the broadest sections of the population.

The role and functions of libraries in the life of the Soviet society are reflected in the "Regulations on Librarianship in the USSR" approved as a law by the USSR Supreme Soviet in 1984. "Libraries in the USSR", the document reads, "are ideological, cultural and educational and scientific-information institutions". They are expected to ensure the most complete and effective use of their collections aimed at further economic, socio-political and spiritual progress of society. The fulfilment by libraries of such important social functions confirms their great role and prestige in the life of our society today, and the definition of the library as a scientific-information institution reflects the objective process of the development of its functions providing for acquisition, storage and dissemination of information.

A firm guarantee of universal availability of knowledge in the USSR and of the increasing significance of libraries in its dissemination is the ramified state system of book publishing which allows to meet the needs of Soviet people in books with due account of their nationality, language, professional requirements, etc.

The principle of availability of publications for all the people is ensured above all by the multinational nature

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of book publishing. Printed items are issued in the USSR in more than 100 languages, including 89 languages of the peoples of the USSR. One of the conditions of the availability of publications is the number of copies printed. In 1984 alone over 80,000 titles of books with the total printing exceeding 2,000 million copies were put out. An average of over seven copies of new books per one citizen of the country are issued annually. Text-books and teaching aids account for 20% of all books published in the country; classics of literature are generally issued in editions amounting to at least 250,000 copies.

The scientific and technical revolution necessitates considerable editions of scientific and technical literature which is a means facilitating technical and social progress. In the total volume of publications the output of central specialised publishing houses alone accounts for over a half by title and for over a third by the number of copies printed. All this creates real prerequisites for building up library holdings that could meet most varied reader needs.

Of fundamental importance is provision of both legal and practicable conditions for all the citizens of the country irrespective of place of residence and age to make use of these holdings.

One of these conditions, we believe, is general availability of libraries which is ensured by free use of all types and kinds of libraries, their balanced distribution in the country's territory, broad development of mobile forms of library service, and provision of information to different categories of the population.

Paying special attention to the development of the network and to the acquisition of library holdings we proceed from the fact that in conditions of the scientific and technical revolution the reader must make the least effort and spend as little time as possible not only to obtain information about documents but also to get primary sources themselves, or else there is not much sense in conducting information searches. In our vast country with diverse geographical and climatic conditions equal opportunities for people of all regions to use printed matter are provided above all at the expense of a ramified network of public libraries numbering 130,000. In keeping with uniform state norms a public library in the countryside is established per 1,000 people, and in town per 10,000 people. As a result there is not a single town, settlement, village or farmstead in the country without library service. The implementation of the state policy in creating a library network makes it possible to ensure its development depending on the population growth in different regions. In the past few years an increasing number of libraries have been set up in Siberia and the Far East, i.e. in the areas where the national economy has been rapidly developing and the population has been growing accordingly. The state pays special attention to library service of the people living beyond the polar circle and in the remote areas of the Pamirs, Tien Shan, Siberia and the Far East. Biblio-buses, helicopters, library boats and other facilities are used to ensure regular delivery of literature even to the families of deer-breeders, shepherds and others. A traditional form of

bringing the book within the reach of factory and office workers is through library branches set up at plants and factories and sometimes even at shops and other production units.

Intensive development of information necessitates gradual rapprochement of functions of different libraries, including public ones, and bodies of scientific and technical information. These functions are especially characteristic of rural libraries on whose basis special reference-information collections are set up and forms and methods used by information institutions are widely applied.

A matter of special concern of the state is creation for the rising generation of conditions enabling it to use printed items. At the service of school-children are libraries at each of the 130,000 rural and urban schools and special children's libraries in each town or district. In the past few years the country has set up a network of special youth libraries expected to render library service to teenagers, the most responsible age group for moulding an individual.

In any country universal availability of knowledge can be real provided equal conditions are created for all nations and nationalities to use information sources. In a multinational country like the USSR these equal conditions are ensured not only by developing a network of libraries but also by building up their stock in the language of the native nationality, by developing national bibliography and by training librarians. Each constituent republic, which is equal among equals, has a national library receiving a compulsory copy of any publication issued in its territory. The stock of research and public libraries of the constituent republics is based on the literature

of the native nationality. Besides, their stock includes literature in the languages of the nations and nationalities living in a given region. For instance, the libraries of the Bashkir Autonomous Soviet Socialist Republic whose stock amounts to over 20 million items includes editions in Russian, Tatar, Mari, Mordovian, Chuvash and other languages. Similar examples can be found in each constituent and autonomous republic and region.

The degree to which the information needs of the people, above all, the needs of science and production are met is determined to a considerable extent by the completeness, reliability and frequency of library acquisitions.

The solution of this problem in our country is based on increasing funds allocated for the acquisition of the library stock and on the state system of centralised supply of libraries with the new literature. The system allows to build up the library stock both by arranging libraries' preliminary orders for books in accordance with the plans of publishing houses for the issue of literature, and by supplying libraries with compulsory copies of printed items. For instance, at present over 300 research libraries and information institutions receive compulsory (paid and free) copies.

Increasing growth of worldwide publishing makes it ever more topical to solve the problem of providing scientists and specialists with information contained not only in domestic but in foreign publications as well. The problem is considered from several viewpoints, one of them being availability of foreign literature in the original to readers. The problem is being solved by ensuring its receipt through international

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book exchange and book trade:

Today Soviet libraries exchange literature with libraries, publishing houses and scientific institutions of more than 140 countries. Specialists are kept informed about foreign literature by means of union printed and machine-readable catalogues. At present the socialist countries are jointly compiling a union catalogue of foreign periodicals available in the libraries of these countries. At the present stage the research libraries of the Soviet Union consider that one of the leading directions of their work is expansion and improvement of the entire system of the country's union catalogues which, according to the UAP Program are an information source ensuring rapid access to publications irrespective of the place and time of their publication.

The degree at which the capabilities of libraries and their stock can be used depends to a considerable extent on the level of the development of national bibliography. Bibliographic control of printed items in our country is a matter of state importance and is carried out by special institutions - book chambers whose publications are accessible to citizens of all towns and districts.

In conditions of scientific and technical progress of special significance is the improvement of the system of publications of current bibliographic information, which is now covering all the major fields of science and is carried out both by libraries and organs of scientific and technical information.

Recommendatory bibliography whose main task is to disseminate information about the best publications is an important means

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of information and inducement to read books, as well as fostering of interest in the book as a source of knowledge. Wide use is made of such means of recommending books as bibliographic tools, and lists of literature published in periodicals, broadcast and intended for a definite reader category (with due account of the level of education, age, interests, etc.).

The "Regulations on Librarianship in the USSR" stipulates that one of the principles guiding the functioning of the uniform library system should be interaction between libraries and other cultural and educational and scientific institutions, as well as organs of sci-tech information, public education, press, cinema, television and broadcasting. Mass media are used for the propaganda of the book in several ways: concrete information about recommended literature both in special broadcasts ("Range of Reading", "Writers at the Microphone", and "Meetings with Writers") and in popular-science and feature-publicistic broadcasts; propaganda of literary works by filming them, etc. Special studies show that about 15% of books borrowed at public libraries are chosen under the direct influence of radio and TV broadcasts.

A qualitatively new stage of technical development known as the age of information requires not only large-scale use of traditional forms of library service organisation but also its reorientation towards every possible application of modern methods of information processing, computer technology and the latest hardware.

In the past decade a certain amount of work involved in automation of library processes has been done in the country.

Many major libraries are operating automated systems. Automation is largely being applied to such library processes as acquisition, processing, reader service, including information service, management of technological processes, etc. An effort is being made to improve the All-Union information system on foreign publications as part of the computerised data bank of GASNTI. The establishment of the All-Union automated information system on domestic departmental publications is being completed. Research libraries use machine-readable databases of All-Union STI bodies; online services as well as local and remote teleaccess to information data banks are being introduced.

Analysis of the current application of computerised library systems allows to outline the most promising trends in the use of automated and traditional forms and to consider ways of improving library technology by reasonably (this should be stressed) combining automated and traditional library processes. New problems are also being identified.

In particular, analysis of the present-day level of automation in library practice necessitates transition to a new qualitative stage of this work - integration of the country's libraries into a single automated library system. At present, absence of a uniform concept of using computer technology to computerise library-bibliographic processes creates great difficulties in providing compatibility and integration of automated library systems and sometimes leads to unjustified duplication. The establishment of a single automated library system presupposes the elaboration of uniform principles of functioning, unification and standardisation of technology, the unity of the information base and exchange of technological solutions.

A major prerequisite for the establishment of such an automated library system is the availability in the country of a single library system united by a community of major tasks and principles of activity, and the state management of librarianship in the country.

The main subsystems of the automated library system being developed in the country will include unified automated systems responsible for library acquisitions, centralised processing of literature, compilation of union catalogues covering national bibliography and foreign publications, and the statewide system of inter-library lending.

According to the concept the single automated library system will function on the basis of close interaction with automated systems of book publishers, above all, with automated systems of consolidated thematic planning and coordination of publications, of book trade, of scientific and technical information, etc.

The increasing application of microcomputers in library work is regarded as a promising trend in the development of library automation. However, a rather serious problem is still that of psychological reformation of librarians and their reorientation towards joint work with specialists in electronic technology. There are reasons to believe that in a few years these issues will not be as topical as they are now, for the country is taking concrete measures aimed at improving computer literacy of the population, above all, of school children by large-scale introduction of computer technology in the teaching process of the general educational school. The rates of the scientific and technical progress and large-scale introduction of up-to-date technology in librarianship

require permanent changes in the system of training librarians. This is a permanent process but it requires special attention.

In conclusion I should like to say that in solving problems aimed at improving traditional forms and methods of library service and at providing universal access to knowledge by means of the latest technology of the 20th century librarians of our country are guided by one goal - to create real possibilities for each citizen of the country to use knowledge, scientific information in the interests of peace and progress of society.

IFLA

IFLA GENERAL CONFERENCE, CHICAGO

IFLA GENERAL CONFERENCE

CHICAGO 1985

1985

Plenary Session II

125-PLE-2-E

The Role and Place of Soviet Libraries in
Providing Universal Availability of Knowledge

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KEYWORD(S):

For internal use only:

SI

To be brought to meeting no:

266

Remarks:

to be presented orally ☒

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In an evolutionary sense the concept of 'libraries' was replaced by that of 'library service' followed by 'documentation service' and 'information service', the last one having got recognition during the early 1960's. In a similar manner the concepts of Universal Bibliographic Control (UBC) and Universal Availability of Publications (UAP) have moved to their next logical step of Universal Availability of Information (UAI). Such a step is logical simply because in the present day industrial and post industrial society, 'information' as contained in documents is recognized as a vital resource essential for every human activity, viz. education, research, planning, decision making and so on. Because of the continuously large increase in publications particularly during the past three decades or so which makes us call the present age an age of 'information explosion' libraries and information centres all over the world have grown in their document collections as well as in the number of users, and to meet the complex and varied needs of these users the emphasis in their service has also shifted from that of document supply to that of 'information service' or 'information transfer'. Truly speaking, 'information' today has become a social, political and economic necessity and because of its all pervasive character the question of accessibility to information has attained a status of priority in discussions at different forums all over the world. This therefore was an obvious topic for discussion at this IFLA Conference.

An important factor which in recent times has greatly helped in the spread of the concept of UAI pertains to the remarkable developments in the field of information technology. Electronic data processing gadgets particularly computers, microprocessors, etc. and developments in telecommunication have greatly enhanced man's capacity to collect, organize and disseminate information efficiently and at a much faster speed by overcoming the barriers of space and political boundaries. They have thus been of great help in making the availability of information really 'universal' in its literal sense. The concept of UAI could certainly not have taken a concrete shape in the absence of these developments.

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Theoretically speaking, UAI should be the aim of any political or economic system whether capitalistic or socialistic with the possibility of a subtle difference that in the latter system, as is usually understood, the whole process may be under a guided control while it may be more flexible and free in the former. Fortunately, both the political systems, with minor variations here and there, are in existence today and the concept of UAP and UAI are being practiced in various forms under both the systems. As a result, undoubtedly remarkable developments in science and technology, social sciences and other fields have been made in both the systems in areas such as space research, medical sciences, agriculture, telecommunications and others. It could certainly be an important area of study, possibly by a team of experts representing science and technology, social sciences, and information science to make, as far as humanly possible, an objective and comparative evaluation of the potentials as well as limitations of these concepts of UAP and UAI under these two different political systems.

The speaker V.S. Lesokhina in her paper 'The Role and Place of Soviet Libraries in Providing Universal Availability of Knowledge' has used USSR as a case study to explain the growth and development in library & information services in that country during the past seven decades, after the Great Revolution in 1917. In her paper she has highlighted the achievements in areas such as literacy, education, science and technology, publishing, etc. duly supported by statistical data and has rightly correlated these developments with the societal needs as well as the usefulness of library and information services^{and} information systems, in that country. She has briefly mentioned about the use being made of computers and other gadgets of information technology in USSR in bibliographic data processing and dissemination of information.

While extending my great appreciation for the recognition already given in the USSR to the vital role of libraries and information centres in that country's programmes of development

and national reconstruction it would be useful and relevant here to identify and derive certain guiding factors from their experience which essentially contribute in the development of the L&IS infrastructure in a country whether developed or developing. Such an analysis based on the details contained in her paper would possibly be quite useful for developing countries which generally speaking, are presently at a stage of development quite easily comparable to that of the USSR in 1917 and which have still a long way to develop library and information services in their respective regions. The means to achieve the desired results would however vary from country to country depending upon various factors such as the political system adopted, level of economic development, status of education and research, and programmes for socio-economic development.

In my observations that follow references have been made to developments in other developed countries such as USA and U.K. as well as to further substantiate the various trends in the field and to bring out the usefulness of their experiences for the developing countries.

1 NEED FOR A POLICY OF LIBRARY AND INFORMATION SERVICE AT THE NATIONAL LEVEL

It has been often said that Lenin gave more thought to libraries and library matters than any other great thinker and statesman in the world. In his work we find a large number of pertinent articles, reports, speeches, drafts of government decisions and other documents which add up to an integral and composite programme suggesting how libraries should serve the people in a socialist society. He attached great importance to the state initiative in organizing public library services. He maintained that socialism would furnish all the social, cultural, material and other facilities required, as Nadezhda Krupskaya wrote later, "to get library management in the Soviet Republic organized in such

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a way that a dense network of various types of libraries would promptly provide everyone without exception with the books needed, gratify the ever mounting mass urge for knowledge, widen their horizons and meet their requirements". The first Soviet Decree on libraries, drawn up at Lenin's initiative, with his participation and signed by him was the Decree enacted by the Council of People's Commissars as early as 1920 'On the Centralization of Libraries in the RSFSR'.

As compared to several other countries in the Western Europe and the United States during the contemporary time library development in pre-and immediate post-revolutionary USSR was extremely poor. They were non-existent in many areas and where they did exist were generally starved of funds, space and qualified staff. The Decree of 1920 made it obligatory that henceforth all libraries without exception were to be thrown open to the general public. Today therefore as a result of the 1920 decree and later decisions taken by the Government the situation has completely changed and as mentioned by Lesokhina the country today has 330,000 libraries out of which 130,000 are public libraries. According to the norms being followed, in a rural area a public library is established for a population of 1000 people and in urban area for every 10,000 people. In addition, academic and special libraries as well as information systems have been established to meet the needs of different types of users in the country. The whole country is thus well served by a system of good library and information service.

One important aspect which really deserves attention is the fact that the role of libraries had been well recognized by Lenin and others who mattered and in their development plans after the October Revolution several steps were taken to establish library services in the different parts of the country. A study of library movement in the USSR after 1917 actually presents one an interesting study indicating how the government from the very beginning took all possible steps to develop libraries and library systems as a matter of faith and policy to provide reading facilities to every one living in any part of the country. USSR was possibly fortunate

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in this respect. On the other hand, a different type of model evolved in several western countries including the U.S. wherein the governments often inherited a situation in which individual libraries had come into existence because of different factors and initiatives and the need to develop or integrate them into a system or network of coordination and cooperation was realized at a somewhat later stage. The need for evolving national policies for developing systems or networks of library and information services has now been duly recognized and concrete steps have been taken in some of these countries during the past few decades. In the U.S. for example, besides the ALA, the work being done by organizations such as 'National Commission on Libraries and Information Science (NCLIS) and others in this direction is really commendable. Similarly countries such as UK, Spain and several others have taken concrete steps in this direction.

It is essential to point out that quite a large number of developing countries face problems such as those of mass illiteracy, agricultural rather than industrial based economy, poor internal communications and others. Though they are at very different stages and with very different development potentials most of them have embarked upon vast programmes of national development and reconstruction after their independence. Their situation may not be exactly comparable with that of pre-Revolution USSR but they do have quite a few similarities in their economic situation. It is in this context worth emphasising that whatever form of government they may adopt they can certainly learn a great deal from the policies and experience of USSR in this regard. They should therefore recognize the value of library and information services in their development programmes and give high priority to evolve National Policy for Library and Information Service suitable to meet the specific requirements of their respective countries. Fortunately quite a few developing countries in Asia, Africa and Latin America such as India, Philippines, Mexico and others have taken concrete steps in this direction.

2 SPREAD OF LITERACY

Like most of the developing countries today, USSR in 1917 inherited a population wherein 70% of the people were illiterate. But today it is estimated that 87% of the population there has higher and secondary education and the number of scientific workers exceeds 1.4 million. The provision of library services has undoubtedly played a vital role in the spread of literacy and thus adding to the socio-economic development of that country.

It needs hardly to be mentioned that one of the major hurdles in progress in the developing countries is their large illiterate population. According to Unesco's statistics, in 1980 illiterates accounted for 60.3 per cent of the adult population in Africa, 37.4 percent in Asia and 30.2 percent in Latin America. Also, it is noticed that inspite of a decrease in the world illiteracy rate which fell from 32.9 per cent in 1979 to 28.9 per cent in 1980 the absolute number of illiterates is still growing because of the increase in the world population. It is estimated that there were 760 million illiterates in 1970, 824 million in 1980 and if the present trend continues, there will be 900 million illiterates towards the end of the century.

It must be emphasised here that illiteracy is much more than individuals hardship, it is also perhaps the most important impediment to the social and technological emancipation of the people of the developing world and one of the major factors contributing to the widening of the gap between the industrialized and the less developed countries. The Director General of Unesco Dr. M'Bow while discussing the various problems because of illiteracy rightly points out that 'the persistence of widespread illiteracy is a major impediment to development and makes it impossible for millions of men and women to take their destinies into their own hands. It condemns to failure the fight against poverty, the elimination of inequalities and the attempts to establish relations of equity and justice between both individuals and nations'.

Among the several essential components in the successful literacy programmes two components which deserve equal emphasis are with regard to the promotion of (i) the struggle against relapse into illiteracy of the neo-literates, and (ii) various educational activities to help young school leavers to develop further the knowledge and skills acquired in schools or through literacy courses which enable those young people to find employment particularly in the agricultural and craft sectors.

While several agencies such as social education departments, agricultural extension departments of the respective governments, local bodies or voluntary organizations can play only a limited role in this regard the role of the public library in this direction is found to be really vital. Because of its responsibility to acquire and circulate books and non-book materials as well as to disseminate the information contained in them a public library is undoubtedly most suited as a follow up agency in the overall programmes for promotion and maintenance of literacy and knowledge.

Since the middle of the nineteenth century developed countries such as USA, UK and several others have already demonstrated the vital role public libraries can play not only in spread and maintenance of literacy but also in the overall socio-economic development of a society. The USSR experiment, comparatively speaking, is of a more recent period. Several developing countries such as India, Malaysia, and others have also realized the potentials of its role and since their independence have taken steps to develop public library services though generally in a rather half-hearted and even haphazard manner. It would therefore be worthwhile to emphasise here that the successful efforts made by Russia and even other countries such as USA, U.K. and a few others in this direction should be emulated by the developing countries.

3 DEVELOPMENTS IN COMPUTER TECHNOLOGY AND THEIR USE IN LIBRARY AND INFORMATION SERVICE

Lesokhina in her paper has rightly emphasised upon the need and usefulness of computers and other tools of information technology in developing a national grid of information service in her country

so as to facilitate the universal accessibility to information. She has mentioned about the achievements already made there as well as the work yet to be completed in this respect. She emphasises the need to resolve issues with regard to areas such as standardization in bibliographic format, closer cooperation amongst the libraries and information centres, availability of the required manpower, etc. as an essential prerequisite so that a proper use could be made of these new tools in the process of information transfer. The present trend because of the complexity and volume of information would make the manual handling of information all the more difficult and complicated and therefore the processing and distribution of information call for increasingly powerful and sophisticated kinds of information technology, which are gradually supplanting traditional processes. Computerized data bases have already been set up, especially in industrialized countries which give users almost instant access to a large portion of current scientific and technological knowledge by means of on-line communication technology. Because of these developments in information technology it is anticipated that by the year 2001 in countries such as USA and Japan the printed documents in libraries, particularly in special libraries, would be replaced by cassettes, magnetic tapes and other forms of non-print media, with homes and offices of the users interlinked with computer terminals.

It would be pertinent to point out here that most of the developing countries though lagging behind economically have because of long cultural background rich document collections in their libraries and archives which usually remain hidden or untapped for use by people. Though it may sound to be somewhat paradoxical yet I strongly feel that with the use of computers, and other tools of information technology, these rich resources can be put to best possible use not only in their respective countries but even outside whenever there would be need for that information. Fortunately I find that quite a few countries such as India, Malaysia, Philippines, and others though still using the so called traditional systems in their library services have not only planned

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to make use of these tools but selected libraries in these countries have already started using them for information transfer.

One major problem being faced in most of the developing countries (possibly even in some of the developed countries) concerns the non-availability of the right type of manpower to assist libraries and information centres in this direction. The Library and Information Science schools as well find it difficult to recruit teachers who could conduct courses in this newly emerged field. Developed countries such as USA and UK which have made much progress in this field can certainly extend assistance to the developing countries in this field. This could be done in various ways such as by providing facilities to people from these developing countries to attend short term training programmes in this new field, by sending consultants to organize short term programmes in those countries, and so on. Already agencies such as Unesco, IDRC, British Council, the German Foundation, U.S. foundations, and several others have been taking interest in this direction but still a great deal more needs to be done, particularly so far as the qualitative aspects are concerned.

4 PUBLISHING PROGRAMME

A remarkable feature which deserves serious attention of all of us whether from developed or developing world is the large scale publishing activity in the USSR. Publishing of books and other categories of documents in the USSR is a highly organized State activity with the aim of making them available in good quality and at a subsidized cost. As mentioned by the author of the paper here printed item are issued in the USSR in more than 100 languages, including 89 languages of the people in the USSR. To add a few statistics, in 1984 alone over 80,000 titles of books with the total printing exceeding 2,000 million copies were brought out. Out of this, text-books and other teaching aids account for about 20% of the total output. Classics of literature are generally issued in editions amounting to about 2,50,000 copies. It needs to be

pointed out that a good percentage of this publication output has documents of high academic quality comparable with the publications in different fields in any other country in the world.

Libraries in developing countries which continue to depend quite heavily on the import of documents from the developed countries usually face great financial strains in their book acquisitions because of perennial increase in book prices and their shrinking budgetary provisions. While this problem may not find easy solutions these countries should certainly take steps to develop their own publishing activity so that reading materials may be within a reasonably easy reach of libraries as well as individuals. These countries should take steps to evolve national book policies which would certainly be helpful in the promotion of reading among people and the spread of the concept of UAI.

Countries such as India, Malaysia and quite a few others are seriously concerned about this matter and are taking necessary steps in this direction.

5 DEVELOPMENTS IN INDIA: A RESUME

While deriving a few points as given above as guidelines with regard to the needs of the developing countries it would be relevant to highlight a few developments in this direction in my own country which also happens to be one of the developing countries.

The history of the Indian sub-continent dates back to over 5000 years when a well developed civilization, called the Indus Valley Civilization was in existence. The Indus Civilization writes Professor Childe (1943) "represents a very perfect adjustment of human life to a specific environment that can only have resulted from years of patient effort. And it has endured; it is already specifically Indian and forms the basis of modern Indian Culture".

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The progress and achievements made by the Indians during these centuries have received a worldwide recognition. In his lectures delivered at the University of Cambridge in 1882, Max Mueller, the famous scholar and orientalist said, "If I were asked under what sky the human mind has most fully developed some of its choicest gifts, has most deeply pondered over the greatest problems of life, and has found solutions of them which well deserve the attention even of those who have studied Plato and Kant- I would point to India".

During the most recent two to three centuries, however India had lagged behind in certain vital areas such as education, scientific research, industrialization and overall socio-economic development because of various political reasons. After attaining independence, the country has embarked upon extensive programmes of national development and reconstruction. The progress made during the past three decades or so speak well of these efforts.

Presently, India is the most populous and seventh largest country in the world with a population of more than 670 million. The per capita GNP is about US \$ 200. The country is a Sovereign Democratic Republic and consists of 22 States and 9 Union Territories. The country has already progressed through six five-year plans and has made substantial progress in several areas such as education, scientific and technological research, industrialization, agriculture and several other areas of socio-economic development. Primary education is free in all States/ Union Territories and is compulsory in most of them. Overall literacy is about 35% and from October 1978 the Government of India has launched the massive National Adult Education Programme (NAEP) to eradicate illiteracy at a faster rate. The country has already developed a vast infrastructure of education and research facilities consisting of schools, polytechnics, colleges, universities, institutions of higher learning, national laboratories, research institutes/organizations, etc. There are at present 130 universities, 9 institutes of national importance for higher learning, 10 institutes deemed to be universities and more than 130 national laboratories, research institutions and research organizations. Several bodies such as Atomic Energy Commission,

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Council of Scientific and Industrial Research (CSIR), Indian Council of Agricultural Research (ICAR), Indian Council of Social Sciences Research (ICSSR) and several other are engaged in developing and coordinating research activities in different sectors of science and technology, social sciences, etc. Several industrial organizations encourage and provide financial support for R & D activities in their respective areas of interest. There are 15 officially recognized languages and average number of titles published annually is about 30,000.

During the past three decades or so several developments in library and information services have taken place in this country. To highlight some of the achievements in this field; it may be mentioned that the country now has (1) four national libraries, viz. the National Library, Calcutta, the National Science Library, and National Medical Library at Delhi and the Indian Agricultural Research Institute Library at Delhi, which can also be considered as the national agricultural library, (2) public library legislation in five states viz. Tamil Nadu, Karnataka, Andhra Pradesh, Maharashtra and West Bengal; (3) good libraries in colleges, universities, institutions of higher learning and laboratories, research institutions, government ministries/departments; (4) bibliographic control of Indian publications with the publication of the Indian National Bibliography since 1958; (5) documentation services at the national level provided by INSDOC, DESIDOC, etc; (6) education and research facilities in about 50 library & information science schools, and (7) library associations at the national and state level.

In addition, the Government of India, Department of Science and Technology has already started the implementation of its plan for National Information System in Science and Technology (NISSAT) and four Sectoral Centres- Leather, Drugs and Pharmaceuticals,

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Feed Technology, and Machine Tools have been in operation since 1977. A proposal for establishing a national information system in social sciences (NISS) is already under the active consideration of the ICSSR, New Delhi. The University Grants Commission (UGC) has also established Information Service Centres in Science and Technology and Social Sciences for teachers and scientists working in colleges and universities in the country. In addition the Planning Commission (Government of India) is actively considering the Report of the Working Group on Modernization of Library Services and Informatics during the Seventh Plan (1985-90) which was submitted recently. Several institutions such as Bhabha Atomic Research Centre (BARC) and Indian Council of Agricultural Research (ICAR) are already functioning as national input centres for the international data bases, INIS and AGRIS, respectively. Collaboration with several other global information systems and programmes such as UNISIST, POPNIS AND MEDLARS ~~so~~ being developed so as to have all possible access to the information resources at the international level.

It is pertinent to mention that to meet the varied and complex needs of different user groups, several libraries, documentation and information centres already provide such services as SDI, CAS, repackaging of information and referral services. While it is a fact that computer facilities have already been installed in several universities, research institutions, R & D organizations, etc. in the country, this is also a fact that their libraries in general continue to be organized and operated on traditional basis. It is high time that the librarians in these libraries start planning their activities and services wherein computers and other information technology can be gainfully used for speedy and efficient services. Their use in several other library and information systems can also be planned because of the fact that the information industry in the country has already brought into the market microprocessors and other electronic gadgets at comparatively lesser cost. At the same time while much discussion has already been held on topics such as Resources Sharing, and need for Library and Information Systems or

Networks, it is urgent that concrete steps be taken by the people in this profession to implement these ideas or concepts in real terms so that the limited resources of the country could be utilized in the most effective manner by avoiding unnecessary duplication in expenditure and also to the best possible satisfaction of the users, without discrimination, living anywhere and in a form most suitable to meet their needs.

I need hardly add that the deliberations in this IFLA Conference would serve as a landmark in the spread of the concept of 'universality' in the availability of information in a real sense. The term 'universal' should be interpreted in making the information available within each country, region and thus the world at large. Such a concept is quite possible today because of the developments in information technology and telematics which, I am sure and as the trends indicate, would make the availability of information not only universal but also interplanetary during the years to come.

While concluding, I must say that I feel happy that the paper by V.S. Lesokhina provided me with some of these areas to dwell upon in my observations as given above. I must also express my most sincere thanks to the IFLA and the organizers of this conference for having provided me an opportunity to present my observations in this Plenary Session.

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1985

IFLA GENERAL CONFERENCE, CHICAGO

Division:

Section:

Second Plenary Session

139- PLE-3-E

The Mexican National Program of Public Libraries

by

Dra. Ana Ma. Magaloni de BUSTAMANTE

KEYWORD(S):

For internal use only:

To be brought to meeting no:

266

Remarks:

to be presented orally ☐

for distribution only ☐

For many people, reading is a pleasurable activity some carry out during their free time as an alternative to watching T.V., listening to music or perhaps engaging in a favorite sport.

If reading was only this, I am not sure that it would be justified for a country undergoing a severe economic crisis to invest large amounts of money in order to establish public libraries.

But reading is not only that. The need to keep experience to be used after certain time, led mankind to store it written. This way, reading became an activity of information retrieval. In this sense reading has an important role in modern society:

It is an important way of obtaining information about a wide range of subjects, from art to science.

It seems that for the time being books will keep their place in society as a way of storing and using information in all possible ways, easily and inexpensively.

Because reading is the bridge between people who need to know something in order to better the quality of their lives and people who have acquired this knowledge through their experience, in the middle of a severe economic crisis the Mexican government decided to make available free access to reading to people nationwide.

On August the 2nd, 1983 the Mexican President started the National Program of Public Libraries. The goals of the Program are to have a central public library in the capital of each of the states of the Republic. (There are 31 states in Mexico). It also aims to have one such library in each of the municipalities that has a population of over 30,000, or less than 30 thousand with a high school. There are 1736 such municipalities. The rest of the municipalities will be served with mobile libraries. There will be 147 such libraries that will attend 441 municipalities without any high school.

As a conviction and an understatement of the Program there is clearly the belief that public libraries could, in the long run help the country to overcome the financial crisis in many aspects. Some of these are that libraries can be used to:

- Support education.
- Obtain information to improve productive activities.
- Strengthen national identity.
- Obtain general knowledge of history, literature, arts, science and technology.
- Find time and space for meditation.
- Find ideas to solve everyday problems.
- Find entertainment.

More than a mere conviction was needed in order to justify the investment of large amounts of money into public libraries being money as scarce as it is, so the decision was taken to undertake a research project which could show the cost-benefit analysis of such national program. The project was carried on by the Institute of Engineering Research of the National Autonomous University of Mexico, funded by financial resources of the Secretary of Public Education. Its aim was the development of a mathematical model which could measure differences of quality of life in different countries taking as a variable the number of books per inhabitant in public libraries.

The construction of the model.

First of all the countries were classified according to some economic and social variables on one hand, and the statistics of UNESCO about public libraries on the other. The study was statistical and the group selected is because Mexico lies more or less in the middle of the countries selected.

Other countries within the same group are Argentina, Brazil, Syria, Jordan, Malaysia, South Korea, Portugal, Uruguay and Yugoslavia.

On top of these the model was defined and relations cause effect were established. To construct the model the following economic and social parameters were considered:

- Economic welfare measured by the annual per capita income in US dollars.
- Health level measured by life expectancy and infant mortality.
- Education level measured by the percentage of the population older than 15 years that can read and write and the percentage of youngsters between 12 and 17 years that are registered in high school.
- Family responsibility measured by the birthrate, the annual average of births in a thousand inhabitants.
- Number of books per capita in public libraries.

Taking the cause effect relations measurements were taken to observe how the parameters changed. The criteria used for this was the well known technique Path Analysis. From this Analysis we obtained that the economic welfare is the effect of the number of books per capita in public libraries in these countries.

The conclusions are:

- The data and the theoretical relations agree.
- The model does not have internal contradictions.
- The levels of causal explanation are good because they are higher for the more dependent variables.

The use of the model.

After testing the model and being satisfied with the results, the effect of change in the number of books were introduced for the case of Mexico.

Now we were interested not only in the global number of books but on the number of subjects and the number of books in each subject, that a collection has in a public library. With this objective in mind the criteria used by the program were taken into account.

The first is that the size of the collection depends on the size of the population. The program considered that the smallest size of a collection that could be sent, to start, to a public library is of fifteen hundred books and that the biggest is of ten thousand. In between there are two other sizes: three and six thousand.

Another factor is the level of education of the schools within the municipality. When the library is installed the initial size of the collection depends on the size of the community and on the level of education of its schools. In a second stage the collection is increased according to local needs.

As for the subjects that public library collections should contain in order for the model to become a reality, these were defined by the parameters that gave structure to the mathematical model. Thus, the books should deal with the following subjects:

1. Political, legal and civic education related with the rights and duties of a mexican citizen.
2. Family guidance correlated to the education and attention to children, domestic economy, practical psychology, family problems and ethical and moral guidance.
3. Working (labor) training that is related with the improvement of the quality of work.
4. Preventive medicine, nutrition and hygiene.
5. Sex education and birth control techniques.
6. Recreation that is related to literature and other entertaining activities such as games and hobbies.
7. Domestic hardware related to electricity, plumbing, car mechanics, masonry, carpentry, rising of small species, etc.
8. Legal procedures.
9. Financial and management guidance.
10. School books for students of all levels.

To establish the proportion of each of this subjects in the collection the model was used identifying the causal relationship between two variables. The relation is as follows:

- a) The infant mortality is dependent of the information about nutrition, hygiene and preventive medicine.
- b) Life expectancy is affected by family guidance, nutrition, hygiene and preventive medicine.
- c) Birthrate is related to family guidance, labor, training for women and sex education.
- d) The percentage of adults that can read and write is affected making the library have information about political, legal and civic education, family guidance, labor training, nutrition, hygiene, preventive medicine, sex education, entertainment, domestic hardware, legal procedures and financial guidance.
- e) The education of the youngsters depends on the ten subjects.
- f) Finally the income per capita depends on the subjects of labor training, legal procedures, financial and management guidance.

To quantify this relations the data used was the national average.

Conclusions.

The research project concluded that if in public libraries we can have one book for each inhabitant then the annual income per capita will be increased in the short run from \$2270 to \$2485.50 (US dollars), in the long run from \$2270 to \$2341.50. Taking into account that the population of Mexico for the year 2000 will be 100 million inhabitants, the sum of the increase per capita will be \$39 billions of dollars.

This is half of our external debt.

Other important effects would be that:

- The infant mortality could be diminished from 53 to 40 in a thousand.
- The birthrate could be cut from 34 to 28.7 in a thousand in the short run and to 22.4 in the long run.
- Life expectancy could be increased from 65 to 66.1 and to 67.7 years later on.
- To increase the percentage of adults that can read and write from 82.7 to 88.2.
- To increase the percentage of youngsters registered in high schools from 51 to 62.
- The composition of the collections plays an important role in the effects that the library has in the community. It is therefore important to have this composition in mind every time a library is opened.

When the Program started there were 350 public libraries in Mexico. Two years later, there are 375 more, which make a total of 725 as of June 30th. this year.

But, in spite of the location of these libraries and the composition of their collections, if people don't read the goal will not be reached, so a fundamental component of the Program is the promotion of the habit of reading.

This is achieved via a series of workshops which are carried on in public libraries to attract the community, and are geared to various types of audiences.

The subjects of these workshops are the same as the ten areas of the collections composition, described before.

The number of readers has increased: from August 1983 to August 1984 five million people used public libraries. From August 1984 to August 1985 twenty one million people used the services of public libraries.

This means roughly that one out of every four mexicans used a public library during this last year.

The resources needed for this program are shared. The Federal Government, through the Secretary of Public Education, is responsible of setting the national standards, planning, organizing, training, supervision, coordinating, and evaluating the activities of all mexican public libraries.

It is also responsible of selecting, and acquiring book collections, and of sending them to new and existing public libraries catalogued and classified with their spine labels and their loan pockets and cards already pasted, and their catalogues organized in alphabetical order by author, title and subject.

The Secretary also provides in most cases library stacks and furniture, and is responsible of the original installation of each library, leaving it ready to provide full services on the opening day.

State and municipal governments are responsible of paying the salary of their libraries personnel, and of providing the physical facilities, but they have to comply with the Secretary's standards on these subjects.

The Program does not foresee the construction of new buildings to house public libraries. We rather install them in old store houses, forgotten ball rooms, covered skating rings or old gymnasiums which are no longer in use.

We try to keep in mind that this Program is designed so that people will have equal opportunity of free access to reading, and that it is not its goal to invest great amounts of money in new buildings. This way, the cost of the Program has been drastically reduced.

If we are able to finish this administration with one public library in each municipality, the option for a better life for all mexicans will be increased considerably.

And, if the conclusions of the research model can be generalized to other countries with characteristics such as those of Mexico, then, these countries could perhaps use this experience to their advantage, and we, librarians here, could make our contribution.



1985

IFLA GENERAL CONFERENCE, CHICAGO

Division:

Section:

150-PLE-4-E

THE INDIVISIBLE WORLD:
LIBRARIES AND THE MYTH OF CULTURAL EXCHANGE

by

DANIEL J. BOORSTIN

The Librarian of Congress, U. S. A.

KEYWORD(S):

For internal use only:

To be brought to meeting no:

93

Remarks:

to be presented orally

☐

for distribution only

☐

Libraries and the Myth of Cultural Exchange

by

Daniel J. Boorstin
The Librarian of Congress, U.S.A.

As the librarian of the national library of your host country, I have the pleasant duty to add my word of welcome to those you have already heard. Your presence here is a witness to your hopes for a peaceful and creative sharing of the increase and diffusion of knowledge.

You will be hearing a great deal about how we can share the wonders (and the headaches) of modern library technology. I will sound a different theme. I will talk not about technology but about that amorphous, elusive, all-important element we call culture. In this time of political hostilities, military threats, trade barriers, and technological rivalry and secrecy, I will suggest some of the unique features of cultural relations among nations, and the role of libraries, especially of books.

In recent decades we have heard a great deal about so-called Cultural Exchange. Many countries have their cultural foreign service. We have our United States Information Service, the British have their British Council, the French have their Alliance Française, the West Germans have their Goethe Houses, and the Soviet Union has its counterpart. Nowadays embassies have their "cultural attachés" — an expression which entered the English language only in 1937. "Cultural Exchange" has entered the jargon of international relations. And there is not a great deal of difference between the kinds of activities of the countries, however diverse their political or

economic philosophies. They send lecturers, musicians, orchestras, dance-groups, and dramatic performers. They all distribute books and maintain libraries. Of course, we librarians have been in the business of international cultural relations for at least 2000 years -- ever since Callimachus went to Alexandria to build the famous library's collection, and produced his 120-volume catalog of the holdings in Greek literature.

Nowadays our thinking about these thriving and costly international cultural transactions is governed by some seductive metaphors. These metaphors are borrowed from politics, economics, and military affairs. From politics come the notions of leadership, domination, and compromise, of annexation and national boundaries. From economics come the notions of competition, balance of trade (imports and exports), and reciprocity. From the military come the notions of invasion, conquest, advance and retreat. These all express and foster ways of thinking which, in my opinion, are inappropriate to the world of culture, and especially to the world of books and ideas. They corrupt our thought and distract us from our proper mission as librarians to the world.

All these crudities are expressed in the single notion of Cultural Exchange. As a member of several official commissions on cultural relations between the United States and other countries, I have often met this notion. I have heard intelligent people debate the "reciprocity" of cultural exports and imports. Since so many American movies are exported and shown in India, then, in order to promote cordial relations and a sense of the equality of peoples, must not an equivalent number of movies be imported to the United States from India? May it not be an indignity to the people of India if they send many of their works of sculpture to be exhibited in the United States, unless

equivalent works from the United States are simultaneously sent for exhibit in India? And what does it show of the Indian people's respect for the United States if what they wish from our great museums are not an equivalent number of works by Americans, but works from our European, Asian, and African collections? Similar debates concerning our relations with other countries go on all the time. In my opinion these are exercises in futility, efforts to compare the incomparable, to measure incommensurables.

This language of cultural equivalents violates the unique character of works of art. It prevents us from recognizing the capacity of all peoples to produce their own kind of uniqueness. In contrast with the commodities of commercial exchange, significant works of art are not quantifiable. Only trivial and evanescent works — pulp music and pulp novels — can be numbered. But how many paintings by Jamini Roy equal how many Jackson Pollocks? How many Hiroshige prints equal how many Whistler etchings?

We know, too, that while we can make useful projections of the gross national product or the output of mines and factories, nothing like that is possible in the realm of the arts. The artist and his works are unpredictable.

Furthermore, we know that, unlike commodities of the marketplace, books and works of art are cumulative and not displacive. If we buy a Honda or a Mercedes we are not apt to buy a Chevrolet or a Cadillac. But if we play Copland or Bartok we do not cease playing Mozart or Beethoven. Reading Virgil enriches our pleasure in Homer. Works of art and literature are iridescent, they take on new meanings from new points of view and in new conditions of our world. Shakespeare, Goethe, and Dostoyevsky tell each generation something new. The uses of an automobile, a camera, or a television set are more fixed

and more predictable. A work of art or of literature — a Breughel or a Van Gogh — a Paradise Lost or a Moby Dick — is great precisely because it is unique and incommensurable. We cannot know what they may mean to a future generation.

Now, when we turn from the art products of a culture to its ideas, all these elusivenesses are multiplied. The air is never empty of ideas. The atmosphere of our society — of any society — is not a vacuum into which a government or a minister of culture can pour a desired content. It is a copious fertile ether, and, like the Chinese ch'i — an inexhaustible source of energy and creation that is found everywhere.

Again, in dramatic contrast to the world of exchangeable commodities, ideas and knowledge are non-depletable. They are indefinitely, even infinitely, expandable. The ideas of idealism or materialism flourish because more people accept them. In fact knowledge increases by diffusion. No patent or copyright — nor any device of government yet contrived — can prevent people from having an idea, from enjoying it, elaborating it, and passing it on to countless others. And there is no precise equivalence among ideas. Ideas are not fungible. One idea cannot take exactly the same place that was held by another.

Like works of art and literature, ideas too are cumulative and not displacive. Japanese steel may displace American-made steel from our factories, and a Volvo can displace an Oldsmobile on our roads. But the ideas in Marx's Das Kapital built on the ideas in Adam Smith's Wealth of Nations, and some think that Marx gave Smith's ideas a new urgency and a new vogue. The ideas have never yet been invented which can drive Plato's ideas out of circulation. Nor are ideas quantifiable. Despite the expectations of professors grading

examination papers, can we really say how many ideas there are in Aristotle's Politics, or how many ideas have derived from them? Ideas -- innumerable, and boundless -- are unimaginably fertile.

From these familiar features of art and books and ideas, it must be evident, too, that culture has an inertia, a momentum, and a spontaneity not encompassed in the borrowed jargon of Cultural Exchange. A book is a uniquely explosive device. But ideas, unlike people, do not exterminate one another. We have known genocide, but we will never see ideacide! There never was an idea that could not be revived and given new life. Ideas may seem to compete, but no one ever finally wins that competition. So long as people live and think, there will never be an enduring monopoly by any idea. We need no anti-trust laws in the world of ideas. The diffusion of any idea -- democracy or communism, for example -- in the long run will increase man's desire to know other ideas. No government can permanently stultify this appetite.

The boundaries and divisions of nations and states and cities are needed for social services, for water and sewage, for protection of property and the administration of justice. But the cultural world -- the world of books and ideas -- is indivisible. The barriers needed to direct traffic, to prevent crime, to control drugs, or to promote the domestic economy -- these too have no place in the librarians' world. How impoverished would our knowledge and our culture be, if we had access only to books first written in our national language by our fellow nationals!

The world's cultures -- and the culture of books -- may be defined by languages, by traditions, by historical movements. But they are not confined by national boundaries. Ideas need no passports from their place of origin, nor visas for the countries they enter. All boundaries in the world of culture and ideas are artificial and all are doomed to be dissolved.

We, the librarians of the world, are servants of an indivisible world. Though some of us are national librarians, culture is not national. All culture belongs to all people. Books and ideas make a boundless world. To try to confine the reading or the thinking of any people violates the very nature of culture.

To keep that world indivisible is our most urgent, our most difficult task. Chauvinists — political, economic, or military — would make our libraries narrowly national. And ideologues, claiming the final answer to our finally unanswerable questions, try to sanitize the books that are published, and seek to sterilize the contents of our libraries. These are enemies and saboteurs of our work as the world's librarians.

At the Library of Congress in Washington, D.C., we make an effort to serve an indivisible world of culture and books and ideas. Only about one-quarter of the books on our shelves are in English, the primary language of our country, while three-quarters are in the other languages of our immigrant nation and of the world. More than half our entries are in non-Roman alphabet, including extensive collections in the Slavic languages, Chinese, Japanese, and languages of India and Southeast Asia and Africa. In collecting and preserving other cultural objects — photographs, graphic art, motion pictures, music, and maps — we also try to display the full spectrum of the cultures of mankind. Although the effort is costly and time-consuming, we do our best not to allow ourselves to be confined by the cultures of Europe and the West.

Everywhere our efforts to keep the world of culture and of ideas indivisible face obstacles. Even in the United States we see occasional efforts to censor libraries and confine the reading of our citizens to what some lawmakers

or self-appointed arbiters of morals consider wholesome. Luckily, until now, these have been few and have carried little weight. Other countries are not so lucky. In much, perhaps even most of the world today, people are not free to read whatever they like, or whatever the world can send them.

We are pleased to learn that, for example, in the Lenin Library in Moscow more than one-third of the books are in languages other than Russian. But, at the same time, all librarians must be saddened that a new Russian word recently entered our desk dictionaries: "samizdat...The secret publication and distribution of government-banned literature in the U.S.S.R....The literature produced by this system." How happy we would be some day to see this word disappear from our dictionaries and to learn that the word had become obsolete!

In a world divided by ideology, by trade barriers, by military threats, and nuclear fear, we librarians are not powerless. We are the ambassadors of an indivisible world — of culture and books and ideas. Unfortunately, we are not plenipotentiary. But there is no country in the world where librarians, encouraged by a national librarian, cannot make some small progress toward removing the boundaries and lowering the barriers which separate cultures, and which are sponsored by citizens or by governments. Every librarian, regardless of his government's policy, has the opportunity, if he has the courage, to open the avenues of books and ideas a little wider.

For librarians there can be no unwholesome ideas or banned books — only unwholesome efforts to limit ideas and stultify the whole world of books. Until every reader in the world has free access to any books from anywhere we librarians have not completed our task. If there were no IFLA I might be tempted to end with a plea, "Librarians of the World, Unite!" Now, with the united influence of the world's librarians in our organization, we can hope and must try everywhere to make the world of books more open — so that men and women everywhere may breathe freely the uncensored open air of ideas.

IFLA

1985

IFLA GENERAL CONFERENCE, CHICAGO

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PLENARY MEETING

181-PLE-5-E

BRAZIL- THE PRESERVATION OF CULTURE THROUGH TECHNOLOGY

by

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KEYWORD (S):

For internal use only:

To be brought to meeting no:

266

Remarks:

to be presented orally ☒

for distribution only ☐

ABSTRACT :

BRAZIL - THE PRESERVATION OF CULTURE THROUGH TECHNOLOGY

Brazil as a third world country: conceptualization of Education and Culture. Literacy and book-reading rates in Brazil. The role of the intellectual in modern society. The service rendered by technology in the preservation of cultural traditions at the National Library of Brazil. Microfilm and computer as collection preservers and space creators, the latter a serious problem at the institution. The role of the Restoration Laboratory of the National Library in restoring rare books and periodicals stored in Brazilian libraries. The National Library plugging into the Bibliodata automation network. Creation of the Ministry of Culture — recently separated from the Ministry of Education — as the chance for library programs to be better funded, as well as more efficiently administered. The role that is expected of the National Libraries Council. In contrast to the image presented by TV, which leads to homogenization, the safeguarding and documented preservation of cultural traditions will guarantee their survival.

The importance of laws which are aimed at stimulating Education and Culture in the New Republic. The abolition of censorship. Cultural exchange in Latin America. Cultural perspectives for Brazil: the preserved memory feeding the progress of consciousness.

How libraries in developing countries are increasing
access to information at the same time they preserve
cultural heritage

The country I come from belongs to what is called the "third world". As all of you here already know, "third world" means low per-capita income, concentration of wealth in the hands of a few, and legions of starving people. Just to give you an idea, the last drought in the Brazilian Northeast took a toll of 5 million lives. The cause: starvation. It is worth remembering that our under-development is also characterized, as in almost every corner of the globe, by vast and unproductive plantations. We likewise must remember that our raw materials are exported at very low prices and return to us in the form of manufactured products at very high prices. Without resorting to statistics, without juggling numbers, I am trying to give you a brief portrait of a country which occupies a good portion of this planet. Without this perspective, which is not pessimistic, but rather so intensely realistic, devoid of any political content, I feel that just talking about the problems and solutions for library science in Brazil would be to publish a book without contents, to focusize on a specific area

without duly analyzing the general aspects. Indeed, it is the general from which one draws an analysis of the particular. In this lecture which the organizers of the 51st IFLA Congress have invited me to give on my nation - Brazil - in this plenary closing session, I intend to do just that.

They have asked me to talk about other nations of my region, that is to say Latin America. I believe that the analysis which follows may

be extended to our neighbors on the South American continent, and to all the rest of the Latin American countries in Central and North America as well, without slighting any of them.

I will try to establish - and I will be one of the many to do so - a conceptualization of education. Moreover, I consider culture as a whole and education as just a segment, just a part of this whole.

As goals of education, we would enumerate such items as preparation for citizenship, occupational competence, self-realization in ethical, moral, esthetic and spiritual dimensions, as well as the enjoyment of physical health. We can point to many educational problems which have arisen from indifference - indifference which is related to underdevelopment - and this means overcrowded classrooms, broken-

down school buildings and a number of other failures that come from something else: the lack of governmental priority in terms of budgets, which have been low over several decades. Poor schools and poor teachers are the norm throughout the country. It adds up to the sad spectacle of ignorance engaged in the stupendous fraud of self-perpetuation at the public expense. By way of illustration:¹ of every 1,000 Brazilian youngsters who begin first grade, only 180 reach 8th grade, 120 finish high school and a mere 60 go on to university level. During the six-year period from 1976 to 1982, the elementary dropout rate was 45.65%.

Within this context, the most discouraging aspect of which is the nation's growing acceptance of the situation, where does culture come in?

What exactly do we mean by culture? Actually, for me, culture is inseparable from the real life of people. It is culture which defines their dignity, their roots in history and their dynamism in facing the future. It is the basis of any doctrine of development. Cultural policy is the leavening which ensures the growth of society by making it capable of self-expression, self-analysis, self-criticism and self-reform.

It is this type of cultural policy that we, the librarians from the National Library of Brazil, are committed to.

With only 0.2% of the government's budget allocated to culture, you can imagine the kind of gymnastics and magic tricks that Brazilian cultural administrators and promoters must perform to carry out their work.

And if we talk about culture, we must certainly say something about books:³ in France, while 43% of the population read "quality" books and 52% read no books at all, the latest data available on Brazil shows that only one book is read per capita per year, even after excluding the 30 million illiterates.

With respect to science and technology, let us quote the President of the Brazilian Society for the Progress of Science, Professor Clodowaldo Pavan:⁴ "...The Government could

reserve just a tenth of what it paid to Germany for the nuclear program to finance Brazilian physicists. The remaining nine tenths could be spent on education, food and health for the country's needy. Better nourished, healthier and more educated, our people would end up producing naturally, and in only a few years, much more respectable science than that generated in Brazil at present".

Regarding illiteracy, we should point out that be-

tween 1970 and 1978 the percentage of non-readers increased above the age of 5-6 years, which practically perpetuates the problem.

As I said when I began to read these words, for which even I myself cannot find a proper name (perhaps it's a report, a lecture, or simply a paper), I belong to a nation that, based on its territorial extent and natural resources, should be among the most fortunate on earth, but which, owing to many factors — this is not the appropriate moment to mention them — is actually among the poorest.

But in no way do we intend to give up, however. I am speaking also in the name of Brazilian librarians and writers, as I am a novelist too. We are speaking of the intellectual as being a writer or a critic, a professor or a scientist, editor, journalist, lawyer, clergyman or the like. I am talking about people who may live for ideas, although we hope not to live just for one idea, to become obsessive or grotesque. We cannot help reminding that once the intellectual was ridiculed because he was not needed; now he is fiercely resented because he is needed too much. It is not his abstractness, futility or helplessness that makes him prominent enough to inspire virulent attacks, but rather his achievements, his

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influence, his real comfort and imagined luxury, as well as the dependence of the community upon his skills. Intellect today is resented as a form of power or privilege.

It may be said at this point that what we really have in mind is not so much the intellectual as the expert; that many intellectuals are not experts with an important role in public life. The question that has been asked is whether the intellectual's position as an expert does not in fact destroy his intellectual function by reducing him to a mere mental technician.

This problem, which is an individual one, may be extended to the theme of our paper: how an institution, such as a National Library, is performing its role as upholder of cultural traditions as well as developing broader access to information.

I see no contradiction between the two roles. In fact, the first role - the maintenance of cultural traditions - is today being perfected with the aid of computers and microfilms.

So let me tell you a little about what is happening with the Brazilian National Library. (SLIDE 1): this building dates from 1910 and was designed to hold 450,000 books.

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At present we have around 5 million items stored in the National Library, and what can be termed a space growth ^{was limited to} ~~was~~ another three ~~stages~~ in the Palace of Culture in Rio.

Thus, space is really a problem in our National Library. We are fighting to get an old building from the Federal Government, not very far away, to which we intend to transfer the operational divisions of the National Library. But even more important than this kind of expansion, we are micro-filming ⁶ our oldest periodicals as well as our rare books. Just last year alone we microfilmed 523,000 pages and 115 periodicals. The National Microfilm Plan is linked up with every Brazilian State and we have recovered 1,908,000 pages of completely out-of-print newspapers. This is a way of creating space to store our books, in the microfilm form, in order to preserve not only our rarest periodicals but our most precious books as well, mainly those stored in the State Public Libraries, most of them in a precarious state of preservation.

(PROJECT SLIDE 2) Here you see our Restoration Laboratory. It began functioning in the final months of 1984. In the National Library alone we have over one million books and old newspapers to restore.

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And the amount of material which is waiting to be restored in the laboratory, coming from every corner of Brazil, is really a great challenge to the National Library. A challenge which we are determined to overcome. You can count on it. In the area of data processing and automation, the Brazilian National Library has 6 micro-computers, and we are cataloguing and classifying material on diskettes which we send to a national data base network called Bibliodata. The standard format we work on is called MARC II and the National Library has the responsibility of publishing the Brazilian Bibliography, which, in this last issue, related ten thousand items. This data base is used by libraries, and the only thing now lacking in this computer system is putting it on-line with the data base.

(PROJECT SLIDE 3) - Here is a view of our micro-computers at work.

Cooperation is a lesson that Brazilian libraries are learning very slowly.

Perhaps it is now time, before reeling off library science statistics which any specialized compendium could enumerate, to try and understand, even if only in summary form, a little bit of the Brazilian's way of being. Before this Congress which draws together

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humanists who are also technicians, I feel almost obligated to do so. It is a mistake to see the Brazilian's air of indifference and lack of concern as a weakness. His indolence represents mainly saving of energies, a defensive reaction against the climate and the physical and social conditions he lives in. This ability to respond to outside stimulæ, this ability to make great efforts, even if at intervals, is so strong in the Brazilian that when emotionally aroused, his energies are quickly mobilized, with his surprising burst of combative power, unsuspectingly stored in reserve by the seemingly careless air with which he goes about quite casually. Hence perhaps the markedly popular nature and tremendous expansive power of the Brazilian carnival, which, when all is said and done, is a delirious rebellion against the rigidity of the social structure, an unconscious desire for equality expressed through dancing and yelling.

This democratic sentiment of the Brazilian, now coming into unfettered freedom, has a markedly individual characteristic. This is why our political parties are more frequently a reflection of the power of the personality which leads them than of the ideas which guide them.

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We are living through a moment of tremendous importance for our country: it is precisely now that the Ministry of Culture has been separated from Education. This leads us to presume that more generous funding will now be allocated to libraries, museums and cultural institutions in general. As or even more important than generous funding, however, is creativity, the sense of sharing, cooperating. When we design a program, perhaps induced by the extent of our territory and the size of our population — at present there are 130 million people — we seldom conduct tests to forecast the results to the greatest possible extent. One project, aimed at instilling the taste for reading in youngsters, distributed over the past four years 120,000 libraries for children with books by Brazilian authors to 30,000 needy schools, which means reaching 4,5 million children. The Government, through the National Children's Book Foundation, has also made its impact felt by giving the schools some 30,000 reading rooms in 1984. These are without doubt impressive statistics, although we must bear in mind that 84% of children in rural areas of Brazil don't even go to school.

On the other hand, the Public Libraries, which are a vital factor for spreading the taste for reading, to

people, still do not pass the modest total of about 2,000. If we consider that Brazil has some 4,000 municipalities, we still need 2,000 more in order to provide each municipality with its own library. Even Rio de Janeiro, generally considered the nation's cultural capital, does not have a library large enough to meet the needs of its 6 million inhabitants. Students certainly do take advantage of the National Library's services, a practice which cannot help but negatively affect its valuable collection, not to mention the wear and tear suffered by its most precious and rare books due to daily handling.

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Fully 70% of Brazilian public libraries occupy an area of no more than 3,000 square meters, which is far too little. According to a survey published by the librarian⁸ Maria Carmen de Carvalho*, university libraries register an average of 6 books per user in the central libraries and 9 per user in the sectorial libraries.

In this area, that is hindered by a lack of coordinated automation, we can point to the work of BIREME, which has already obtained access to the information contained in overseas data bases, as well as the excellent work of the Ministry of Education's Bibliographic Commutation Service. The latter, through a well-coordinated

work effort, was able to obtain access to information, in the area of Brazilian and foreign periodicals, between base libraries and soliciting libraries.

If, my dear colleagues, I have managed, what with personal impressions and numerical expressions, to give you a remote idea of what is happening in Brazil in terms of library science which reflects - as it cannot help but do - the underdevelopment of the country, then you will certainly be able to understand ~~the~~ ^{our} type of patriotism, quite different from that which exists among the European peoples or even in the people of the United States. In truth we, Latin Americans, do not just love our countries as venerable ancestors, but rather we are forming our nations every day, before our very eyes, as if we were modelling them with our own hands. We do not dwell so much on past traditions, for the prospects for our future - whether good or bad - are going to depend on our struggle, our efforts, our political consciousness in this present day and age, which is today, here and now.

At this moment, when we are calling a new Constitutional Convention for Brazil, when the democratic

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forces are mobilizing so that we have direct elections for the next presidential term of office, it is not just coincidence that the Ministries of Culture, Education and Science and Technology are mobilizing to make a coordinated effort, mainly through the National Libraries Council (CONABI) a recently created entity which will join together agencies representing university, public, school and special libraries.

It is in this Council that we have placed our hopes for coordination of the various and scattered actions which have been undertaken in an isolated manner, at times even in a redundant, if not incoherent manner.

This coordination will be by means of planned acquisition, cooperative cataloguing and current bibliographies in the various areas of Human and Technological Sciences, aimed at attaining increasingly automated libraries to expand the horizon of information access in Brazil. Our eyes are alert, as are those of the rest of the world, to the extraordinary experience which is being put into practice at this very moment by the Library of Congress: obviously I am referring to the Optical Disk Pilot Program. I see in the preservation of our literary culture, our plastic arts and our Northeastern pamphlet literature, in the incentive to uphold

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our popular traditions, in the so-called popular culture which is so tied to erudite culture that there are no tight areas, and I see in today's technology the best manner of preserving and stimulating this culture and preventing its disappearance. If, on one hand, the predominance of the image presented by TV tends to homogenize us, on the other hand the documented safeguarding - and therefore preservation - of our cultural traditions will guarantee their survival over time until one day these rich veins are discovered and transformed in artistic terms which will give everlasting life to the art of a nation. It means a constant flowing and reflowing: if through civilization mankind has obtained technology, it is through culture that we can prevent technology from distorting and dominating us.

As regards my country, Brazil, in particular, when we deal with the theme of Culture, it is unavoidable that we also ask ourselves: Where is Education headed in Brazil?

The thing that impresses those of us who work with projects involving Education and Culture, Science and Technology is that our projections can never be beyond the grasp of the millions. Whether we are dealing with the territory to be covered, the quantification of num-

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bers to be studied, the textbooks to be taught or even the amount of pay, not always fair, to be given to the teachers at the various levels, we wind up with an unreal sensation, mainly if we take into account that ⁹ 35 million of our people are between the ages of 0 and 9 years.

It has been encouraging for us to see in action the so-called João Calmon Law, determining that 12% of the federal budget will be effectively allocated to Education. Parallel to this, a bill presented in Congress by then Senator José Sarney, now President of the Republic, provides individual and corporate income tax deductions for amounts contributed to culture. This bill, about to become law, covers the purchase of books to be donated to public libraries, the acquisition of paintings for the formation of new museums, as well as the financing of films, plays and culture in general.

We can already say that the political decision, at least with respect to Education, has been taken in deciding to allocate 12% of the federal budget to the educational area. Breaking the tradition of shortage of funds is equivalent to creating conscious citizenship, with a humanistic approach to economic development.

The new course being outlined today for Education and Culture in Brazil coincides with the return of democracy (PROJECT SLIDE WITH MANY USERS READING IN THE SOG) should consolidate our Latin American roots. We feel that not only the history of our continent, marked by such great men as O'Higgins, San Martin and Bolivar should be known to Brazilian students; they should also be familiar with such great writers of our America as the immortal Chilean poet Pablo Neruda, the extraordinary Columbian novelist Gabriel Garcia Marques, the Peruvian Vargas Llosa and the Argentine Jorge Luiz Borges. This handful of heroes and intellectuals represent not just their native countries but all of Latin America, just as the martyr of Brazilian Independence Tiradentes, Zumbi dos Palmares - the great black leader who struggled against slavery, the poet Carlos Drummond de Andrade, Jorge Amado, our fine internationally-famous novelist and the great Liberation Theologist Leonardo Boff. All of the latter are Brazilian by birth and very Latin in sentiment.

I would say that we Brazilians are living through a moment which must be underlined so that it never slips from our memory: on the 29th day of July of this year, just a little over a week ago, in a session presided over by the Minister of Justice and with the participation of the Minister of Culture, indiscriminate cen-

sorship was abolished from Brazil. Now the emphasis will be on classificatory censorship by age bracket in the mass media. Without the medieval chains of censorship we can already see, in the not-too-far-off future, humanistic education walking hand in hand with technical education and media which develops minds, without putting aside the traditional means such as books and the plastic, dramatic and musical arts. We foresee library in urban, suburban and rural centers, libraries even in the churches, at places of work, equipped with reading apparatus, microfilm slides, cinemas, art galleries with reproduction of the most famous Brazilian and foreign masterpieces, sponsorship of the resurgence of local artistic creation, bibliographic consultation systems which provide access to time-shared data-bases, microfilm organizing in sequence and divulging to libraries and research centers a national periodical catalog. Exchange services for books, video-cassettes, video-texts, lectures, extension courses. The preserved memory feeding the progress of consciousness.

This is the manner I see to maintain our cultural traditions — which distinguish us as a people — while at the same time providing broader access to information and knowledge.

And now, please allow me to conclude this talk, by
expressing my confidence in and my love for Latin
America with this citation from the great Pablo Neruda,¹⁰
who in his Ode to the Americas says:

QUE TU VOZ Y TUS HECHOS
AMERICA
SE DESPRENDAN
DE TU CINTURA VERDE,
TERMINE TU AMOR ENCARCELADO,
RESTAURES EL DECORO
QUE TE DIÓ NASCIMIENTO
Y ELEVES TUS ESPIGAS SOSTENIENDO
CON OTROS PUEBLOS
LA IRRESISTIBLE AURORA

Let your voice and your deeds
America
Break out from your green belt,
Let there be an end to your imprisonment,
love,
Restore the dignity that gave you birth.
And, with other peoples,
Raise your banners in support
Of the irresistible dawn.

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